Art Curriculum Long Term Overview

CURRICUCLM	CHARCTER	COMMUNITY

Art Curriculum Overview

Intent: To ignite children's creativity and imagination by providing visual, tactile and sensory experiences which equip them with the skills and knowledge to communicate opinions about artwork, apply a variety of media and experiment with different processes.

Units	**Art is taught through four units which are focused around the six art forms: collage, sculpture/3D art, drawing, printmaking, textiles and painting.**
Substantive Knowledge	• This substantive knowledge has been categorised into **eight substantive knowledge categories** to support children in making links with previous knowledge and building art schemas. - Colour - Pattern - Texture - Line - Shape - Form - Space - Tone • Detailed progression of substantive knowledge is outline in the progression document. • In Nursery and Reception, the substantive knowledge has been categorised into **five substantive knowledge categories.** - Line - Form - Colour - Design - Function
Disciplinary Knowledge Concepts	• This is pupil's knowledge of the big ideas that underpin Art and support children in how to think artistically. • This knowledge has been identified and categorised into **five disciplinary knowledge concepts** to support children in making links with previous knowledge and building art schemas. A1. Knowledge of artists –exploring a diverse range, describing similarities and differences and expressing opinions. A2. Generating ideas – experimenting and expressing ideas in a variety of ways. A3. Using sketchbooks – recording and exploring observations, and to revisit and review ideas. A4. Developing technique – improving mastery of art and design techniques, including drawing, painting and sculpture with a range of materials A5. Evaluating and analysing – reflecting on, analysing and critically evaluating their work. • Detailed progression of disciplinary knowledge for each phase is outlined in the progression document • Throughout all disciplinary knowledge concepts, we ensure pupils explore: traditional, modern and contemporary art.

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Substantive Knowledge Categories	
Colour	Colour is the light that's reflected off an object. It has three main facets: • Hue refers to the discernible colour, like red, yellow and blue (the primary colours). Mixing these will give rise to new colours, allowing artists to experiment in their work. • Value refers to how light or dark a colour is. Artists can use value to convey a particular mood in their work. • Intensity differentiates between strong (bright) and weak (dull) colours. Bright colours have a vigour that's lacking in dull colours, and artists can use intensity to create vibrant or sombre moods.
Pattern	Pattern is a design that repeats and can be found anywhere. It can be made by repeating shape, line, or colour. Patterns can be simple like a checkerboard or complex like the branches of a tree. In art, pattern is used in organizing and decorating designs.
Texture	There are many ways to categorize texture, but the main two forms are actual and visual. Actual refers to the real tactical properties of a design (thickness, weight and feeling. This can include additional embellishments (e.g. glitter). Texture all contribute to the overall feeling or mood about a design. Visual texture is the illusion of texture, created by other design elements. Examples of this can be seen in photographs, paintings, and drawings.
Line	A line is an element of art. It is a mark made upon a surface. In order to be a line, the mark's length must be longer than its width. There are many different types of lines, including horizontal, vertical, wavy, diagonal, and more. Lines can be made with pens, pencils, paintbrushes and more.
Shape	Shapes are areas of enclosed space that are two dimensional. Shapes are flat, and can only have height and width. The two different categories of shapes are: geometric and organic. Geometric shapes are mathematical, like circles and squares. Organic shapes come from nature, like clouds and leaves. Shapes have different 'feelings'. Regular shapes like squares and circles feel stable, while irregular shapes with acute angles can feel dangerous. Artists can use these characteristics of shapes to convey meaning in their work.
Form	Form is a three-dimensional shape like a cube, a cone or a pyramid. Form is fundamental in sculpture and other decorative arts. The term is used most when referring to physical pieces of art, although artists can use tone and perspective to create the illusion of form in two-dimensional artwork.
Space	Space is the area that a piece of art occupies. It concerns the perspective and proportion between objects and how they relate to their foreground, background and middle-ground. Positive space refers to the space inhabited by the primary objects in a piece of art, while negative space concerns the area around the primary objects.
Tone	Tone refers to how light or dark a colour is. Tones could refer to black, white and the grey tones between. It could refer to how light or dark a colour appears. In real life tone is created by the way light falls on an object.

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EYFS – Nursery – Specific Area: Expressive arts and design			
	Substantive Historical Knowledge Context/ ELG: Past and Present *Refer to progression document for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts** *(EYFS & Key Stage 1)*
Autumn 1 Who am I?	**Line** **Form** **Colour** **Design** **Function**	To use various construction materials.	A2 – Generating ideas
Autumn 2 What can you hear?	**Line** **Form** **Colour** **Design** **Function**	To use different colours and materials to make Rangoli patterns. To know how to manipulate clay. To make Christmas cards using a range of media. To make patterns with paint and different objects. To explore what happens when you mix colours. To know that different colours and materials can be used to create things.	A2 – Generating ideas
Spring 1 & 2 Where does it come from?	**Line** **Form** **Colour** **Design** **Function**	To use scissors. To know how colours can be mixed to make a new colour. To use their imagination to create different works of art. For children to be able to construct with a purpose and safely. To learn about different textures and talk about them. Realises tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To know about the different materials and what can be created with them.	A2 – Generating ideas
Summer 1 & 2 Where do animals live?	**Line** **Form** **Colour** **Design** **Function**	To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly.	A2 – Generating ideas

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EYFS – Reception – Specific Area: Expressive arts and design			
	Substantive Historical Knowledge Context/ ELG: Past and Present *Refer to progression document for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts** *(EYFS & Key Stage 1)*
Autumn 1 Is it okay to be different?	**Line** **Form** **Colour** **Design** **Function**	**The children and their life** To draw a self-portrait. To draw a family picture and talk about them. To design and make a kite	A2 – Generating ideas
Autumn 2 Will you tell me a story?	**Line** **Form** **Colour** **Design** **Function**	**RE: Diwali** To design and create a Rangoli pattern. To use paints and pastels to create an observational drawing.	A2 – Generating ideas
Spring 1 How do we travel?	**Line** **Form** **Colour** **Design** **Function**	**Kandinksy, Paul Klee, Terence Gravett** To explore and recreate Aboriginal Art. To draw a range of plants and fruits. To understand that pictures can be created by making observations or by using imagination. To use paints, pastels and other resources to create observational drawings. For children to be able to safely construct with a purpose and evaluate their designs.	A2 – Generating ideas
Spring 2 Where can we go?	**Line** **Form** **Colour** **Design** **Function**	**Jackson Pollock, African tribes, Piet Mondrian, Vincent Van Gogh** To identify and select resources and tools to achieve a particular outcome. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect.	A2 – Generating ideas
Summer 1 What can we find?	**Line** **Form** **Colour** **Design** **Function**	**Robert Delaunay, Andy Warhol, Andy Goldsworthy** To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary.	A2 – Generating ideas

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		To know the different uses and purposes of a range of media and materials. For children to be able to safely construct with a purpose and evaluate their designs.	
Summer 2 What are mega beasts?	**Line** **Form** **Colour** **Design** **Function**	**Picasso** They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To describe ways of safely using and exploring a variety of materials. To selects tools and techniques needed to shape, assemble and join materials they are using. To explore different materials freely, using them with a purpose. To show confidence in choice of media when creating a picture.	A2 – Generating ideas

Year 1			
	Substantive Historical Knowledge Context/ NC Coverage - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 What makes us all unique?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Drawing – Stanley Spencer and Modigliani** To know that lines can represent movement in drawings. To know that drawing tools can be used in a variety of ways to create different lines. To know that 'tone' in art means 'light and dark'. To know that we can add tone to a drawing by shading and filling a shape. To know that pencil can be blended to create tone. To know how features or objects should be placed relative to one another.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Autumn 2 What's in the Wondrous Woods?	**Line** **Textures**	**Print Making – Andy Goldsworthy and Andy Warhol** To know that a pattern is a design in which shapes, colours or lines are repeated.	

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	Tone **Pattern** **Colour** **Shape** **Form** **Space**	To know that lines can be carved out of a surface. To know that different drawing tools make different marks and textures.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Spring 1 & 2 Superheroes: Do they live amongst us?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Sculpture – Medals and Louise Goodman** To know that tools create lines in different materials. To know that shapes can be 2-dimensional and 3-dimensional. To know that we can change paper from 2D to 3D by folding, rolling and scrunching. To know that 3D art is called sculpture. To know that materials can be manipulated by rolling, pinching and kneading.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Summer 1 & 2 Who calls the outback home?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Painting - Aboriginal Artists and Emily Kane Kngwarreye** To know that primary colours are red, yellow and blue. To know that primary colours can be mixed to make secondary colours. -red + yellow = orange -yellow + blue = green -blue + red = purple To know that drawing tools can be used in a variety of ways to create different lines. To know that lines can represent movement in drawings. To know that a pattern is a design in which shapes, colours or lines are repeated.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

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Year 2			
	Substantive Historical Knowledge Context/ NC Coverage - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 A Kingdom United: One Kingdom or More?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Drawing – Leonardo Da Vinci and Chris Ofili** To know that shading by blending and hatching helps make drawn objects look more 3D. To know that different pencil grades make different tones. To know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture. To know that the space between, above and below areas of art contributes to the overall effect of the piece.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
	Line **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Printmaking – Gustav Klimt and Terence Gravett** To know that impressed printing is when lines are carved out of a surface. To know that the space between, above and below areas of artwork contributes to the overall effect of the piece. To know that shapes can be geometric if they have mostly straight lines and angles. To know that patterns can be made using shapes.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Spring 1 Fire: Should we Fear it or Fight it?			
Spring 2 Equality & Diversity: Can one	**Line** **Textures**	**Painting – Quentin Blake and Axel Scheffler** To know that different amounts of paint and water can be used to mix hues of secondary colours. To know that colours can be mixed to 'match' real life objects or to create things from your imagination.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique

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person have an impact on equality?	**Tone** **Pattern** **Colour** **Shape** **Form** **Space**	To know that colour can be used to show how it feels to be in a particular place, e.g. the seaside. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To know that different brushes can create different types of lines. To know that adding black creates a shade.	A5 – Evaluating and analysing
Summer 1 & 2 Incredible India: Where In the World?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Textiles – Flags and Theo Wright** To know that collage materials can be shaped to represent shapes in an image. To know that shapes can be organic (natural) and irregular. To know that shapes can be geometric if they have mostly straight lines and angles. To know that patterns can be made using shapes. To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture. To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

Year 3			
	Substantive Historical Knowledge Context/ NC Coverage - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Coventry: What is our culture?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape**	**Drawing - Paul Klee and Robert Seldon Duncanson** To know that negative shapes show the space around and between objects. To know that proportion means the height, width and dimension of an object. To know that different tools can create different types of lines. To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

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	Form **Space**	To know that shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling and stippling. To know that shading techniques can make objects look 3D. To know that tint means to add white, shade means to add black and tone means how light or dark a colour is.	
Autumn 2 Stone Age: Should we dig up the Past?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Painting – Stone Age Cave Painting and Sophie Green** To know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or clash is created. To know that paint colours can be mixed using natural substances, and that prehistoric people used these paints. To know that different tools can create different types of lines. To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Spring 1 & 2 Are the Greeks Still Important?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Sculpture – Ancient Greek Vases and Magdalene Odundo** To know that 3D forms are wither organic (natural) or geometric (mathematical shapes like a cube). To know that organic forms can be abstract. To know that impressed printing is when lines are carved out of a surface and that different tools will create different types of lines. To know how to construct a pinch pot and a coil pot.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Summer 1 & 2 Was Rome Built in a Day?	**Line** **Textures** **Tone** **Pattern**	. **Printmaking/collage - Mount Vesuvius, Mosaics and Antoni Gaudi** To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varies patterns.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

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	Colour **Shape** **Form** **Space**	To know that consideration should be given to the size of space between and around artwork. To know that 2-colour printing requires a different method. To know that impressed printing is when lines are carved out of a surface and that different tools will create different types of lines.	

Year 4			
	Substantive Historical Knowledge Context/ NC Coverage *- Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *- Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 Children: Should they be seen and not heard?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	. **Painting – William Morris and Georgia O'Keefe** To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know that tertiary colours are two secondary colours mixed together. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know which tools are appropriate for creating different types of lines with a range of media. To know that tone can be used to create contrast in an artwork. To know that hue means colour.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
	Line **Textures** **Tone** **Pattern** **Colour** **Shape**	**Printmaking - William Morris and Gerry Baptiste** To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular and change in ways you wouldn't expect. To know how producing artwork on a different scale or material can affect the outcome. To know that 3 colour printing requires a different method.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

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	Form **Space**		
Spring 1 & 2 Raiders or Traders?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Sculpture – Viking Runes and Brooches** To know that simple structures can be made stronger by adding layers, folding and rolling and by using appropriate techniques. To know that pieces of clay can be joined using the 'scratch and slip' technique. To know how to use basic shapes to form more complex shapes and patterns. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Summer 1 & 2 Europe: A Diverse Continent	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Drawing – Paul Cezanne and Vincent Van Gogh** To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know that consideration should be given to the size, shape and arrangement of space between and around artwork. To know that scale means the size of the artwork or the objects within the artwork. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that shading is used to create different tones in artwork and can include hatching, cross hatching, scribbling, circling and blending and stippling. To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

Year 5		
	Substantive Historical Knowledge Context/ NC Coverage - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*	**Disciplinary Knowledge Concepts**

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Autumn 1 & 2 Is it Right to Fight?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Drawing – Soldiers of WW2 and Frida Kahlo** To know that a silhouette is a shape filled with a solid flat colour that represents an object. To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw eye into the centre of a drawing. To know that tone can help show the foreground and background in an artwork. To know how shading can be used to create mood and feeling. To know how to select their own paper size or scale.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Spring 1 Is Prevention better than cure?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Printmaking – Paul Catherall and Julia Manning** To know that artists create pattern to add expressive detail to artworks, e.g. Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. To know which tools to use when lino printing. To know how to print using different materials. To know which media should be used when printing.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Spring 2 Tomb Raiders: Should their Secrete be Shared?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Sculpture – Egyptian Masks and Ancient Greek Masks** To know that the size and scale of 3D artwork changes the effect of the piece. To know how to create texture on different materials. To know how to construct 3D artwork on an armature. To know how to apply plaster onto a mould.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

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Summer 1 What is out of this World?			
Summer 2 Can one person change the world?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Painting – Henri Rousseau and Tim Lamen Animals** To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that tertiary colours are two secondary colours mixed and can be used to experiment with mood. To know that blocking out space projects an image forward. To know that composition means the arrangement of objects in artwork. To know that the size and scale of artwork changes the effect of the piece. To know the properties of different paints.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing

Year 6			
	Substantive Historical Knowledge Context/ NC Coverage - *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* - *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 Earth: Fractured or Flourishing?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Drawing – Hokusai and LS Lowry** To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can by symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. To know how an understanding of shape and space can support creating effective composition. To know that pattern can be create in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Spring 1& 2			

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Does the Time fit the Crime?			
Summer 1 Mayans: Civilised Civilians?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Sculpture – Mayan Masks and Carlo Setti** To know that different sculptural materials have different properties. To know how line is used beyond drawing and can be applied to other art forms. To know and consider the layout of the images, text and the background space. To know how to include visual (what you can see) and tactile (how it feels) elements to their work. To know which skill to apply based on what they want to produce, e.g. slip, coil, slab. To know how to produce patterns and texture in malleable materials.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing
Summer 2 Can one person change the world?	**Line** **Textures** **Tone** **Pattern** **Colour** **Shape** **Form** **Space**	**Textiles – Charles Renne Mackintosh and Batik** To know that the size and scale of artwork changes the effect of the piece. To know which shapes can be created using a range of media (Batik, painting) To know the spatial properties of different media and amend designs as a result.	A1 – Knowledge of artists A2 – Generating ideas A3 – Using sketchbooks A4 – Developing technique A5 – Evaluating and analysing