

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

## Art Curriculum



Halesowen C of E Curriculum  
Art Curriculum

### School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

### Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



Halesowen C of E Curriculum  
Art Curriculum

Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>• EYFS: - Statutory EYFS framework and Early Learning Goals. Use of Development Matters 2021- taken predominantly from the Expressive Arts and Design Section; whilst also drawing on skills from Communication and Language, Physical Development and Understanding of the World.</li> <li>• Key stage 1 and 2: - National Curriculum.</li> <li>• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery”</li> <li>• Use of additional resources such as (but not limited to) Twinkl, Access Art, Tate Kids, Art UK, The Primary Art Class, Prospectus</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>• Art is part of our humanities approach but not limited to only linking with humanities subjects.</li> <li>• In EYFS opportunities to learn Art through discussion, play and exploration within half termly topics.</li> <li>• Each term (in key stage 1 and 2) an Art aspect will be taught as part of a wider immersive thematic approach. (planned across one bubble/ 2 year groups).</li> </ul>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Children need to know about the world in which they live starting with how they see, experience and represent the world, and then understanding and comparing how others see, experience and represent it.</li> <li>• Each aspect should be explored in depth as part of each unit of work. The aspects are covered in two key areas: Artist knowledge (including artists, craft makers, designers and architects) and Technical knowledge (understanding theory of different techniques, practices and skills).</li> <li>• The artist knowledge in the Art curriculum is intended to be broad and varied, introducing children to a wide range of artists and designers who work in a variety of disciplines; have different cultural backgrounds (including local artists and artists from other countries) and are from different historical/ artistic periods.</li> <li>• The technical knowledge in the Art curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive, as children revisit and develop different disciplines through their school journey.</li> <li>• Cross-curricular knowledge is also embedded, making links to geography (where is the artist from? Where is scene from?) and history (when was the artist from?)</li> </ul>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>• There is a planned skills progression through identified key aspects of the subject.</li> <li>• These skills are categorised in the following key areas: drawing, painting, 3D art, print making, and textiles. Emerging areas which can also be explored through topics are digital art, graphic art, photography.</li> <li>• Opportunities to practise skills in pure “skills” sessions before applying. As part of each unit opportunities will be given to learn, practise and develop these skills, before being applied to a “final piece” of work.</li> <li>• Transfer of skills encouraged across different subjects for example using presentation skills such as writing ( English) graphs( maths) Sketching (art)</li> </ul>



## Halesowen C of E Curriculum Art Curriculum

<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"><li>• Children need to know where subjects exist in real life. “We are Artists”. They need to understand what Art is and when we are learning an Art aspect within our topic.</li><li>• Initial learning should link to the child and their part in the subject in real life. In Art each theme or topic should always start with “What can I see?....” (observation). This allows children to continually develop their observational and drawing skills.</li></ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"><li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context.</li><li>• They should use language to question, enquire, compare, contrast, explain, justify and debate in an artistic context.</li></ul>
<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"><li>• To broaden their first hand experiences, rather than relying on secondary sources for observational work. Bringing alive their interest, curiosity and awareness of the world around them through relevant trips and experience sessions.</li><li>• Using all of our senses to be fully immersed in learning- what can they hear, see, smell, feel etc, when exploring initial stimuli or artists work.</li><li>• Further aspects of Art can be developed through the use of technology e.g. using resources such as museum websites to explore the work of artists, using I pads and cameras as an additional method of recording initial observations.</li><li>• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- visits from local artists and designers, trips to local galleries or seeing art/ sculpture near to them, exploring art linked to key events such Queens Platinum Jubilee, or Commonwealth Games (being held in Birmingham). In EYFS looking at art based on themes that interest them and art within stories (illustrations).</li><li>• Making the most of resources available- for example seeing the church as an asset- looking at religious paintings, stained glass and architecture of the building.</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access tools and resources.</li><li>• Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about the world they live in.</li><li>• Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey, by making individual decisions about “final pieces” applying skills they have been taught.</li><li>• Nurture ambitions and aspirations- talk about the variety of careers that can use their artistic skills.</li><li>• Develop a love for expressing themselves creatively; helping children to find their own voice and preference for how they represent it.</li></ul>



Halesowen C of E Curriculum  
Art Curriculum

Knowledge Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Artist knowledge</b>	<ul style="list-style-type: none"> <li>Know that artist/ sculptor/ photographer etc is a job that people have.</li> <li>Identifies examples of art in their environment e.g. school mural, graffiti on walk to school, stained glass in the church.</li> </ul>	<ul style="list-style-type: none"> <li>Name key artists/ designers/ craft makers they have studied.</li> <li>Know what type of artist they are e.g. sculptor, painter, photographer</li> </ul>	<ul style="list-style-type: none"> <li>Name key artists/ designers/ architects they have studied.</li> <li>Know what type of artist they are e.g. sculptor, painter, photographer</li> <li>Know which period/ style the artist is famous for e.g. impressionism, pop art.</li> </ul>	<ul style="list-style-type: none"> <li>Name key artists/ designers/ architects they have studied.</li> <li>Know what type of artist they are e.g. sculptor, painter, photographer</li> <li>Know which period/ style the artist is famous for e.g. impressionism; pop art; street art. Begins to explain why they are part of that movement.</li> <li>Can link similar artists e.g. Monet, Renoir, Degas are all impressionist artists.</li> </ul>
<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>Can identify different resources that can be used for making art e.g. paint, crayons, collage materials</li> <li>Can independently find resources they need to make their art work</li> <li>Experiments with resources to create different outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Name a range of different drawing/ painting/ 3D art skills they have learnt.</li> <li>Identify different tools and resources needed for different art techniques e.g. brushes, paint, easel, palette for painting</li> </ul>	<ul style="list-style-type: none"> <li>Name a range of different drawing/ painting/ 3D art skills they have learnt. Begin to explain different methods e.g. when shading with a pencil can explain difference between hatching and scribbling.</li> <li>Identify different tools and resources needed</li> </ul>	<ul style="list-style-type: none"> <li>Name a range of different drawing/ painting/ 3D art skills they have learnt. Can explain different methods they are using e.g. when shading with a pencil can explain difference between hatching and scribbling. Uses this knowledge to justify their choices e.g.</li> </ul>



## Halesowen C of E Curriculum Art Curriculum

	<ul style="list-style-type: none"><li>Revisits previous techniques to achieve a desired outcome.</li></ul>	<ul style="list-style-type: none"><li>Identify which skills have been used in others work e.g. Van Gogh uses paint</li></ul>	<p>for a range of different art techniques e.g. brushes, paint, easel, palette for painting</p> <ul style="list-style-type: none"><li>Identify which skills have been used in others work e.g. Van Gogh uses paint. Begin to talk in more detail about the artist technique e.g. Van Gogh uses paint applied thickly with a brush or palette knife.</li></ul>	<p>chose scrimbling over hatching to create texture.</p> <ul style="list-style-type: none"><li>Identify different tools and resources needed for a range of different art techniques e.g. brushes, paint, easel, palette for painting. Can justify their choice of resources e.g. water colours rather than acrylic paints for a gentler wash of colour.</li><li>Identify which skills have been used in others work e.g. Van Gogh uses paint. Begin to talk in more detail about the artist technique e.g. Van Gogh uses paint applied thickly with a brush or palette knife.</li></ul>
--	--	--	---	--



Halesowen C of E Curriculum  
Art Curriculum

Skills Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Using a range of graphic tools such as fingers, hands, pencils, crayons, chalk, pens.</li> <li>Use different media- draw on different surfaces and textures.</li> <li>Produce lines of different thickness and tone (with increasing control) using a pencil</li> <li>Using line to represent people/ objects/ places</li> <li>Begin to use observations to inform their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of graphic tools: pencils, crayons, pens, pastel, chalk, charcoal, and begin to use them with a greater amount of control.</li> <li>Record initial observational drawings (from life) in a sketch book</li> <li>Develop a range of tone using different drawing techniques such as hatching, scribbling, stippling and blending. Investigate how these can be used to show light, dark and gradients in between.</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns using a range of graphic tools</li> <li>Experiment with different grades of pencil to achieve variations in tone, shape and form.</li> <li>Begin to show awareness of objects having third dimension and how this can be represented using light, shade, tone and perspective.</li> <li>Begin to be aware of scale and proportion of parts of their drawing. Use tools such as view finders and grids to explore size and scale.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing, using their knowledge of line, tone, pattern and texture.</li> <li>Develop further simple perspective using a single focal point and horizon.</li> <li>Showing an awareness of scale and proportion in their drawings.</li> <li>Develop their own style of drawing- with preferred focus, medium, colour palette.</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Uses a variety of tools for mark making with paint e.g. brushes of different size/ shape, sponges, fingers, twigs</li> <li>Recognise and name primary colours. Begins</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using a variety of different tools to paint e.g. different shape and size brushes, fingers, sponges. Beginning to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing control of the paint marks they make. Experimenting with different techniques e.g. colour blocking, colour washes,</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and controlled way applying a range of different techniques to create a desired effect.</li> <li>Uses colour mixing to create range of tertiary</li> </ul>



**Halesowen C of E Curriculum  
Art Curriculum**

	<p>to experiment with mixing primary colours and the effects this creates.</p> <ul style="list-style-type: none"> <li>• Beginning to make deliberate colour choices.</li> <li>• Explores working with paint on different surfaces e.g. different papers and cards, wall, mirrors</li> </ul>	<p>about resources they choose e.g. choosing a smaller brush for details.</p> <ul style="list-style-type: none"> <li>• Beginning to control the marks they make with paint e.g. using layers of paint, adding texture to their paint</li> <li>• Explores tones using white to lighten, and black to deepen colours. Create colour spectrums to show the range of tones that can be created.</li> <li>• Mix primary colours to make secondary colours. Be able to predict what will happen as they mix colours.</li> </ul>	<p>thickening paint to create texture.</p> <ul style="list-style-type: none"> <li>• Uses colour wheel to explore mixing secondary colours. Begin to understand the use of complimentary or contrasting colours.</li> <li>• Able to mix shades and tones with greater confidence. Begin to use tones appropriately in their work to create dimension and shape.</li> <li>• Make informed choices based on their experimentation about resources, colours and techniques they will use in their own pieces.</li> </ul>	<p>colours. Uses knowledge of complimentary and contrasting colours when making colour choices.</p> <ul style="list-style-type: none"> <li>• Confidently mixes to create a range of tones and shades- which add atmosphere, dimension, shape and light effects.</li> <li>• Make informed choices based on their experimentation about resources, colours and techniques they will use in their own pieces.</li> </ul>
<b>3D Art</b>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of materials for modelling e.g. clay, papier mâché, salt dough, play dough, junk modelling</li> <li>• Use objects and resources to make impressions in malleable materials and add simple decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using a variety of materials for modelling e.g. clay, papier mâché, salt dough, play dough, junk modelling, Modroc, metal.</li> <li>• Shape and model materials for a purpose. Experiment with creating different</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using a variety of materials for modelling e.g. clay, papier mâché, salt dough, play dough, junk modelling, Modroc, metal.</li> <li>• Begin to join two parts successfully using a range of techniques e.g. slip for joining clay,</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment using a variety of materials for modelling e.g. clay, papier mâché, salt dough, play dough, junk modelling, Modroc, metal.</li> <li>• Confidently use a range of joining techniques.</li> </ul>



Halesowen C of E Curriculum  
Art Curriculum

	<ul style="list-style-type: none"> <li>• Cut shapes using scissors and other modelling tools</li> <li>• Experiment with different methods of joining to create size and dimension in their work.</li> <li>• Use a variety of materials for construction/ sculpture e.g. recycled, manmade, natural materials.</li> </ul>	<p>forms and shapes (from observation and imagination)</p> <ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways e.g. rolling, pinching, kneading, coiling.</li> <li>• Experiment with using simple decoration techniques e.g. surface patterns, painting, applying decorations.</li> <li>• Learn to use tools correctly and in a safe way</li> </ul>	<p>using appropriate glue to join paper or card.</p> <ul style="list-style-type: none"> <li>• Construct a simple base for a model- extend this by adding shapes for dimension and detail. Begin to use an armature (from newspaper, metal, chicken wire) to give structure to a model.</li> <li>• Experiment with more intricate surface patterns and textures. Choosing when appropriate to use them.</li> <li>• Produce large pieces using pinch/ slab/ coil techniques (clay)</li> <li>• Begin to explore carving as a 3D sculpture technique.</li> <li>• Use tools correctly and in a safe way with more confidence. Learn to secure work to be continued at a later date.</li> </ul>	<ul style="list-style-type: none"> <li>• Work around armatures. Know how to create a solid base to work from, before adding detail and dimension to a piece.</li> <li>• Be able to combine techniques of pinch/ slab/coil (clay). Know which technique will be the most effective for the desired outcome.</li> <li>• Demonstrate an understanding of finishing in different ways e.g. glazing, painting, polishing, additional decorations.</li> <li>• Experiment with a range of relief and free standing models.</li> <li>• Confidently use carving as a 3D sculpture technique.</li> <li>• Use tools correctly and in a safe way with more confidence. Be able to secure work to be continued at a later date.</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Enjoy using a variety of textiles and fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different forms of</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different forms of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and compare different forms of</li> </ul>



## Halesowen C of E Curriculum Art Curriculum

	<ul style="list-style-type: none"> <li>• Be aware of different textures of fabrics and materials. Describe different textures they experience.</li> <li>• Begin to experiment with simple weaving techniques e.g. paper, twigs</li> <li>• Experiment with collage, layering different fabrics and materials to achieve different textures.</li> </ul>	<p>textiles e.g. sewing, knitting, felting, weaving</p> <ul style="list-style-type: none"> <li>• Be aware of different textures of fabrics and materials. Describe different textures they experience. Match and sort fabrics considering colour, pattern, texture.</li> <li>• Use a simple stitch (e.g. running stitch) to join two pieces of fabric. Explain how to thread a needle, and have a go (adult support may be needed).</li> <li>• Continue to gain experience in weaving, being able to explain technique and experiment with different materials and scale e.g. grass through twigs, fabric through string, plastic bag through wheel spokes.</li> <li>• Experiment with modifying fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use</li> </ul>	<p>textiles e.g. sewing, knitting, felting, weaving</p> <ul style="list-style-type: none"> <li>• Show awareness and name a range of different fabrics, and describe their qualities.</li> <li>• Learn a variety of stitches for both joining (e.g. running stitch, blanket stitch) and embroidery/ decoration (e.g. cross stitch). Apply decorations using a needle and thread (buttons/ sequins)</li> <li>• Use a variety of techniques to alter fabrics e.g. weaving, dyeing and stitching.</li> <li>• Experiment with modifying fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use different techniques in their collaging. Able to choose appropriate technique for desired effect.</li> <li>• Experiment with applying colour to</li> </ul>	<p>textiles e.g. sewing, knitting, quilting, batik.</p> <ul style="list-style-type: none"> <li>• Use a variety of learnt techniques to create different textural effects e.g. printing, weaving, dyeing, stitching.</li> <li>• Use a number of different stitches to creatively produce patterns and textures.</li> <li>• Experiment further methods of dyeing e.g. two colour tie-dye, multi-colour batik.</li> <li>• Show awareness and learn techniques for altering threads e.g. knitting, crocheting, lace making.</li> <li>• Change and modify fabrics and threads e.g. knotting, fraying, fringing, twisting, plaiting. Use different techniques in their collaging. Able to choose appropriate technique for desired effect.</li> </ul>
--	---	---	---	---



Halesowen C of E Curriculum  
Art Curriculum

		<p>different techniques in their collaging.</p> <ul style="list-style-type: none"> <li>• Begin to experiment with applying colour to fabric e.g. printing, painting, drawing (fabric crayons). Create natural dyes e.g. tea, coffee, spices, beetroot.</li> </ul>	<p>fabric using a range of man-made and natural dyes. Begin to use resist technique such as batik.</p>	
<p><b>Print Making</b></p>	<ul style="list-style-type: none"> <li>• Enjoy making rubbings e.g. leaf, brick, coin. Experiment using different resources e.g. pencil, wax crayon, chalks.</li> <li>• Create simple pictures by printing objects.</li> <li>• Develop simple patterns by printing using objects.</li> <li>• Use stencils to create pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore printing simple pictures using a range of hard and soft materials e.g. cork, sponges, vegetables, toys</li> <li>• Experiment to create a picture using impressed printing (drawing into ink/paint and printing the picture). Work to produce a clean printed image.</li> <li>• Explore printing in relief e.g. string pattern or picture on card.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to experiment with mono and relief printing. Consider colour, scale, materials used.</li> <li>• Experiment with printing in more than one colour.</li> <li>• Begin to experiment with overprinting and layering motifs to create pattern and texture.</li> <li>• Create repeating patterns using prints they have created.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience of different printing techniques. Make informed choice about which technique to use for desired effect.</li> <li>• Use printing to create positive and negative shapes. E.g. lino/ polystyrene printing (taking away space). Use tools safely to create blocks for printing.</li> <li>• Explore overprinting and layering motifs to create pattern and texture. Explore overlaying prints over different media.</li> </ul>



**Halesowen C of E Curriculum  
Art Curriculum**

<p><b>Exploring and evaluating art work (their own and others)</b></p>	<ul style="list-style-type: none"><li>• Look at and talk about what they have produced, describing tools and techniques used.</li></ul>	<ul style="list-style-type: none"><li>• Explore the work of a range of artists, designers and craft makers. Describe the differences and similarities between artist's subjects, materials and techniques.</li><li>• Begin to make links between an artist's work and their own.</li><li>• Discuss their own work expressing opinions, thoughts and feelings.</li></ul>	<ul style="list-style-type: none"><li>• Explore the work of a range of artists, designers and architects, from a wider period of history.</li><li>• Describe the differences and similarities between artist's subjects, materials and techniques.</li><li>• Make clear links between an artist's work and their own.</li><li>• Begin to work in the style of an artist (not copying).</li><li>• Discuss their own work expressing opinions, thoughts and feelings. Also reflecting on techniques used and justifying choices of materials/ colours/ subject. Beginning to identify modifications or changes or how they could develop their ideas further.</li></ul>	<ul style="list-style-type: none"><li>• Explore the work of a range of artists, designers and architects, from a wider period of history.</li><li>• Describe the differences and similarities between artist's subjects, materials and techniques.</li><li>• Identify artists who have worked in a similar way to their own work. Making links between their influences.</li><li>• Discuss their own and others work expressing opinions, thoughts and feelings. Also reflecting on techniques used and justifying choices of materials/ colours/ subject. Identify modifications or changes or how they could develop their ideas further.</li></ul>
--	---	---	---	---



Halesowen C of E Curriculum  
Art Curriculum

Thematic overview

Year/ Term	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Autumn Year A	<p><i>Topics in EYFS are led by children's interests. These are possible ideas to be explored.</i></p> <p><b>Home is Where the Heart Is</b></p> <p>Observation: Faces, self-portrait, portrait of friends/ family, houses, buildings</p> <p>Possible Artists: Arcimboldo, Warhol, Picasso</p> <p>Skills: Observation of the face-proportion and accuracy of features</p> <p>Ideas: Self-portraits, junk model houses</p> <p><b>A Starry Night- (Christmas)</b></p> <p>Observation: Characters from focus stories, rockets</p> <p>Possible Artists: Van Gogh, Chagall, Tarsila do Amaral</p>	<p><b>Home and Away</b> <u>Painting</u></p> <p>Observational drawings: Modes of transport e.g. cars and buses. Focus on shapes which make up the form e.g. rectangles, circles.</p> <p>Artist influence: Turner (boats, trains, steam)</p> <p>Skills: Colour mixing (secondary and tones). Applying paints with different tools e.g. brushes, "palette" knife, fingers. Experiment with paint textures e.g. mix in flour, sand.</p> <p>Possible Final ideas (children to decide): Painting of their chosen mode of transport using textured paint and their chosen application method (knife, brush, finger)</p>	<p><b>Under the Canopy</b> <u>Print Making</u></p> <p>Observational drawings: Trees/ leaves/ flowers. Focus on texture and mark making.</p> <p>Artist influence: Rousseau. Jungle scenes. Dark colours. Hidden figures. William Morris- print maker- wall paper. Floral designs.</p> <p>Skills: Relief printing- making stamps from different materials. Repeating prints- use different colours. Overlaying prints.</p> <p>Possible Final ideas (children to decide): Create a rainforest scene using print making techniques</p>	<p><b>Peaks and Falls</b> <u>Drawing</u></p> <p>Observational drawings: landscapes. Focus on perspective and scale (larger in fore ground etc)</p> <p>Artist influence: Canadian artists Group of Seven- Franklin Carmichael, Lawren Harris, A.Y. Jackson, Franz Johnston, Arthur Lismer, J.E.H. MacDonald and F.H. Varley</p> <p>Skills: pastel/ chalk work. Blending colours- making gradients of colour (light to dark, mixing a tertiary colour. Experimenting with depth and strength of colours (chalk pastel v oil pastel)</p> <p>Possible Final ideas (children to decide): Landscape or image linked to Canada (focus topic) using either oil pastel or chalk pastel</p>



Halesowen C of E Curriculum  
Art Curriculum

	<p>Skills: making Colours darker (adding black), joining techniques with 3d sculpture</p> <p>Ideas: Night sky pictures, rocket junk modelling, aliens 3D sculpture</p>			
<b>Spring Year A</b>	<p><b>A Walk in the Woods</b> Observation: Trees, plants, nature in our outside area</p> <p>Possible Artists: Nils Udo, Walter Mason, Bryan Nash Gill.</p> <p>Skills: Collage, creating different textures e.g. bark rubbings, making their own paint brushes e.g. sticks, leaves, moss</p> <p>Ideas: Forest collage, outdoor art work,</p> <p><b>At the Bottom of the Garden (Easter)</b> Observation: Minibeasts in the outdoor area (photography)</p> <p>Possible Artists: Louise Bourgeois, Jennifer Angus</p>	<p><b>The Big Smoke</b> <u>3D Art</u></p> <p>Observational drawing: buildings (school, church, flats). Focus on scale and size</p> <p>Artist influence: Bas relief. Look at historical examples e.g. Greek, Egyptian. Modern examples: Pigmentti, Evan Morse, Goga Tandashvilli.</p> <p>Skills: clay. Building in relief on a slab. Fine motor- pinching, rolling, kneading. Creating surface texture or pattern.</p> <p>Possible Final ideas (children to decide): Whole class- Scene of "London" buildings. Each child makes one clay building.</p>	<p><b>Why Rome wasn't built in a day</b> <u>Textiles</u></p> <p>Observational drawings: Fabrics- explore adding depth (creases, folds, wrinkles) using shade and tone.</p> <p>Artist influence: Mosaics- look at Roman mosaic examples. Textile artist- Aheneah- cross stitch (large scale)</p> <p>Skills: Learn different stitches (running stitch, cross stitch). Different fabrics- compare textures, patterns, weight of different fabrics.</p> <p>Possible Final ideas (children to decide): Fabric "mosaic" using squares of fabric or cross stitch (square shape)</p>	<p><b>Groovy Greeks</b> <u>3D Art</u></p> <p>Observational drawing: Jugs, cups, mugs, vases. Focus on shape, using tone to create dimension (light and shadow)</p> <p>Artist influence: Historical examples of vases/ amphoras. Look at colour schemes and images used.</p> <p>Skills: Clay techniques- coil or pinch to make body of cup. Decorating the surface- impressions, relief work (use slip to attach). Attaching handles etc.</p> <p>Possible Final ideas (children to decide): Create a piece of ancient Greek inspired pottery- cup, vase, plate</p>



Halesowen C of E Curriculum  
Art Curriculum

	<p>Skills: Manipulation techniques with wire/ pipe cleaners. Symmetrical patterns</p> <p>Ideas: Minibeast models (using metal and junk modelling), minibeast collages (textiles), photography and manipulating images</p>			
<b>Summer Year A</b>	<p><b>Rumble in the Jungle</b> Observation: jungle animals (from photos)</p> <p>Possible Artists: Albrecht Durer, Tingatinga</p> <p>Skills: Creating texture with lines for fur, scales (pencil control, hatching, scribbling, patterns)</p> <p>Ideas: African masks (people or animals), animal models, jungle landscapes</p> <p><b>To the Rescue</b> Observation: people in different poses e.g. flying, running, superhero pose</p>	<p><b>Poles Apart</b> <u>Print Making</u></p> <p>Observational drawing: Natural world. e.g leaves, plants, trees</p> <p>Artist influence: Matisse. Cut outs/ collage. Focus on natural shapes of leaves.</p> <p>Skills: Fine motor cutting shapes. Printing with different materials- hard and soft. Make relief prints using string, vegetables, sponge pads</p> <p>Possible Final ideas (children to decide): Print using fluid shapes to represent equator or pole (using hot or cold colours)</p>	<p><b>Raid, Invade and Stayed!</b> <u>Painting</u></p> <p>Observational drawing: Artefacts. Focus on size and scale- use grids and view finders for proportion.</p> <p>Artist influence: Roy Liechtenstein (pop art). Word art e.g. boom, crash. Focus on use of colours and cartoon style.</p> <p>Skills: Colour mixing- colour wheel. Contrasting and complimentary colours. What impact does it have on the same image? Colour blocking- gouache paint- opaque colour.</p>	<p><b>Protect our planet</b> <u>3D Art</u></p> <p>Observational drawings: Wildlife (minibeasts?) Focus on details, patterns, lines</p> <p>Artist influence: Artist who construct with recycled material or waste materials e.g. Robert Bradford, Hiroshi Fuji, Cod Steaks.</p> <p>Skills: Building an armature and secure base (cardboard/ wire/ chicken wire), covering armature e.g. papier mache, Modroc. Begin small scale or working in partners.</p> <p>Possible Final ideas (children to decide): Create a mini-beast or</p>



Halesowen C of E Curriculum  
Art Curriculum

	<p>Possible Artists: comic book artists e.g Steve Ditko, Eisner, Brian Gibbon. Antony Gormley (poses and structure)</p> <p>Skills: Primary colours with bold outlining (black), cutting and applique (textiles)</p> <p>Ideas: Own superhero characters, comic strips, superhero mask or cape (textiles)</p>		<p>Possible Final ideas (children to decide): Whole class- pop art word wall about a battle scene.</p>	<p>animal from recycled/ waste materials- using an armature for structure.</p>
<p><b>Autumn Year B</b></p>	<p><b>Autumn Adventure</b> Observation: Leaves, pine cones, acorns, trees, wildlife</p> <p>Possible Artists: Andy Goldsworthy</p> <p>Skills: Colour mixing, gradients of colours, patterns of colour</p> <p>Ideas: Sculptures using natural materials</p> <p><b>Sparkle and Shine (Christmas)</b></p>	<p><b>Bostin' Black Country 3D Art</b></p> <p>Observational drawing: Metal objects e.g. chains, gates, pots and pans, nails, cutlery. Focus on highlight and shadow.</p> <p>Artist influence: Local artist- Luke Perry. Statues in Dudley Zoo, Mary Macarthur in Cradley Heath, angels in Bearwood for NHS. Alexander Calder. Metal work. Mobiles. Metal faces.</p> <p>Skills: Manipulating and joining metal (wire) in different ways.</p>	<p><b>The Chocolate Factory Drawing</b></p> <p>Observational drawing: Church-arches, windows, gargoyles, brick work details. Focus on line and details.</p> <p>Artist influence: Look at Bourneville architecture. William Alexander Harvey. Look at shapes and features used in his designs.</p> <p>Skills: perspective drawing. One-point perspective/ horizon.</p> <p>Possible Final ideas (children to decide): Create their own</p>	<p><b>Water of life Painting</b></p> <p>Observational drawing: water-ponds/ canals (Leasowes/ Hawne Basin) water and plants such as reeds and lily pads.</p> <p>Artist influence: Impressionist artists e.g. Monet, Caillebotte, Signac.</p> <p>Skills: Paint application- using a range of tools- experiment with different paint types? Mixing tertiary colours. Experiment with tones- to show areas of light and shadow.</p>



**Halesowen C of E Curriculum  
Art Curriculum**

	<p>Observation: objects related to stories or festivals e.g. fireworks, diva lamps</p> <p>Possible Artists: clay artists, traditional Indian crafts, time lapse photographers</p> <p>Skills: Pinch pot technique, enhancing clay/dough with marks and embellishments</p> <p>Ideas: Diva lamps, fire work pictures, motion blur photography</p>	<p>Possible Final ideas (children to decide): Create a face from wire. Create a mobile to reflect local area.</p>	<p>house/ street (real or imagined) drawn using one-point perspective. (could be left greyscale or coloured)</p>	<p>Possible Final ideas (children to decide): Painting in impressionist style- chn choose subject (canal, river, pond, glass of water)</p>
<b>Spring Year B</b>	<p><b>Once upon a Story..</b></p> <p>Observation: Characters from the stories</p> <p>Possible Artists: Illustrators of the stories e.g. Axel Scheffler, Judith Kerr...</p> <p>Skills: Including features and details to identify character or animals (legs, tails, ears)</p> <p>Ideas: Making the character puppets/ models,</p>	<p><b>Iceberg Ahead!</b> <u>Painting</u></p> <p>Observational drawing: Boats (secondary obs from photos), water/ ripples/ splashes</p> <p>Artist influence: Paul Klee. Geometric shapes. Bright colours.</p> <p>Skills: colour mixing. Mixing secondary colours. Creating different tones. Use water colours/ poster paint- look at difference in quality of colour.</p>	<p><b>Best of British</b> <u>Textiles</u></p> <p>Observational drawings: landscapes. Focus on scale (larger in foreground etc). could use grids/ view finders.</p> <p>Artist influence: David Hockney (specifically his landscapes). Focus on choice of colours, and blocks of colour (fields, rivers). Could compare to photos or aerial views</p>	<p><b>Rock and Roll</b> <u>Print Making</u></p> <p>Observational Drawing: rocks, stones, pebbles, bricks. Focus on textures e.g. hatching, scrimbling. Use tone and shadow to show dimension.</p> <p>Artist influence: Look at original cave paintings. Street artists e.g. Banksy, Akse (realistic), Annatomix (bright, geometric)- all have examples in Birmingham.</p>



**Halesowen C of E Curriculum  
Art Curriculum**

	<p style="text-align: center;"><b>Down on the Farm (Easter)</b></p> <p>Observation: farm animals, tractors, farm buildings</p> <p>Possible Artists: Joan Miro (compare to farms in different countries), Van Gogh</p> <p>Skills: using and creating textures to represent skin or fur (different tools for painting, different types of paint texture)</p> <p>Ideas: creating different farm animals or scenes</p>	<p>Possible Final ideas (children to decide): Create a boat picture using bright geometric shapes. Choice of paint/ pastel/ chalk/ crayons/ collage shapes</p>	<p>Skills: batik painting. Wax resist on paper. Using batik tools (in small groups- VERY HOT!). Using fabric pastels to draw on materials.</p> <p>Possible Final ideas (children to decide): Create a landscape scene using batik methods.</p>	<p>Skills: Using different materials to print. Over laying different prints. Create prints using negative space (polystyrene/ lino prints). Printing on to different surfaces.</p> <p>Possible Final ideas (children to decide): Create a polystyrene print – could be linked to topic or own ideas.</p>
<p style="text-align: center;"><b>Summer Year B</b></p>	<p style="text-align: center;"><b>Kings and Queens</b></p> <p>Observation: Castles, dragon toys, pictures of the Queen</p> <p>Possible Artists: Warhol, Freud, photographs</p> <p>Skills: Photography taking portraits, digital manipulation</p> <p>Ideas: Dragon models, portraits (photographs)</p>	<p style="text-align: center;"><b>African Adventure <u>Textiles</u></b></p> <p>Observational drawing: food/ tropical fruit. Focus on creating texture using hatching, scribbling...</p> <p>Artist influence: Look at traditional African dyed fabrics (no specific artist). Made with natural dyes. Kiva Motnyk- American artist, using natural dyes.</p>	<p style="text-align: center;"><b>Mexico and the Mayans <u>3D Art</u></b></p> <p>Observational drawing: Faces. Focus on scale and proportion</p> <p>Artist influence: Mayan sculptures. Faces/ masks. Carvings.</p> <p>Skills: Carving techniques. Using a range of tools to create</p>	<p style="text-align: center;"><b>Battles, Blackout and Blitz <u>Textiles</u></b></p> <p>Observational drawing: Artefacts. Applying all known drawing skills to add tone, shade, texture.</p> <p>Artist influence: look at embroidered postcards from WW2. Joana Vasconcelos-</p>



Halesowen C of E Curriculum  
Art Curriculum

	<p><b>We're all going on a Summer Holiday</b></p> <p>Observation: seaside objects e.g. bucket and spade, shells</p> <p>Possible Artists: Snarkitecture, Nash, Degas</p> <p>Skills: loose parts pictures, choice of colours to show mood</p> <p>Ideas: create beach scene, diorama</p>	<p>Skills: Look at different material types and identify. Natural dying techniques using different foods e.g. tea, coffee, spices, beetroot. Manipulate fabric e.g. fraying edges, cutting out shapes, create fringing.</p> <p>Possible Final ideas (children to decide): Whole class- create a blanket. Each child contributes squares which they dye and manipulate using techniques practised.</p>	<p>different textures in the clay. Removing and adding clay to make features. Using slip to join pieces of clay.</p> <p>Possible Final ideas (children to decide): Create a figure inspired by Mayan sculptures. (use cardboard tube as base/ armature?)</p>	<p>wrapping objects in material, lace, wool.</p> <p>Skills: Manipulating threads in different ways e.g. plaiting, finger knitting, knitting, crocheting. Embellishing material- sewing on beads and sequins, embroider with threads.</p> <p>Possible Final ideas (children to decide): Use different textiles they have manipulated to decorate an envelope/ letter. Reflect emotions linked to WW2 e.g. hearts sending love, skulls shapes, tears</p>
--	---	---	--	--



Halesowen C of E Curriculum  
Art Curriculum

Vocabulary Overview

*This vocabulary is a starting point for staff to use with their whole class vocabulary sheets. Additional vocabulary should be introduced to the children, especially descriptive language- which can be added once specific pieces of art have been decided upon.*

Year/ Term	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Autumn Year A	<p><b>Marvellous Me</b></p> <p><b>A Starry Night</b></p>	<p><b>Home and Away</b> <u>Painting</u></p> <p><b>Who:</b> J M W Turner <b>What doing:</b> painting, brushing, mixing, splatting, sweeping <b>When:</b> 1800s <b>Where:</b> UK, England, Europe <b>What:</b> trains, boats, cars, transport, vehicles, tools, palette knife, palette, brushes <b>Description:</b> smooth, rough, bumpy, textured, gritty, wrinkly, <b>Other:</b> texture, painter, artist, romanticism</p>	<p><b>Under the Canopy</b> <u>Print Making</u></p> <p><b>Who:</b> Henri Rousseau, William Morris <b>What doing:</b> printing, painting, sponging, pressing, applying <b>When:</b> Victorian (1800s) <b>Where:</b> rainforest, jungle, France, UK, Europe <b>What:</b> trees, plants, bushes, animals, ink, stamp, stencil, palette <b>Description:</b> floral, intricate, dark, symmetrical, repeating <b>Other:</b> naïve or primitive art (Rousseau), textiles, overlay, tone, shade, shadow, print maker, painter, relief, motifs</p>	<p><b>Peaks and falls</b> <u>Drawing</u></p> <p><b>Who:</b> Franklin Carmichael, Lawren Harris, A.Y. Jackson, Franz Johnston, Arthur Lismer, J.E.H. MacDonald and F.H. Varley <b>What doing:</b> drawing, sketching, observing, shading, outlining, smudging, blending, hatching, <b>When:</b> 1900s <b>Where:</b> Canada, North America. <b>What:</b> landscape, forest, mountain, river, lake, oil pastel, chalk pastel, <b>Description:</b> bold, graphic, colourful, bright, <b>Other:</b> group of 7, painter, composition, perspective, focal point, foreground, middle ground, background, horizon</p>
Spring Year A	<p><b>A Walk in the Woods</b></p>	<p><b>The Big Smoke</b> <u>3D Art</u></p>	<p><b>Why Rome wasn't built in a Day</b> <u>Textiles</u></p> <p><b>Who:</b> Aheneah, Ancient Romans</p>	<p><b>Groovy Greeks</b> <u>3D Art</u></p> <p><b>Who:</b> Ancient Greeks</p>



Halesowen C of E Curriculum  
Art Curriculum

	<p><b>At the Bottom of the Garden</b></p>	<p><b>Who:</b> Pigmentti, Evan Morse, Goga Tandashvilli, Ancient Egyptians. Ancient Greeks  <b>What doing:</b> moulding, pinching, twisting, cutting, joining,  <b>When:</b> ancient, contemporary (now)  <b>Where:</b> walls, ceilings, temples,  <b>What:</b> sculpture, clay, ceramic, figures, decoration, tools, rolling pin, clay board  <b>Description:</b> monochrome, flattened, depth, malleable, textured,  <b>Other:</b> Bas Relief, sculpture, sculptor, relief,</p>	<p><b>What doing:</b> stitching, threading, sewing, embroidering, cutting,  <b>When:</b> contemporary  <b>Where:</b> Portugal, Italy, Europe.  <b>What:</b> cross stitch, Binca, thread, needle, thimble, material, mosaics, tiles, border, design  <b>Description:</b> patterned, repetitive, geometric  <b>Other:</b> cross stitch, running stitch, textiles</p>	<p><b>What doing:</b> pinching, coiling, rolling, adhering, moulding, slip and score, wedging, glazing,  <b>When:</b> Ancient Greece, 700-400 BC  <b>Where:</b> Greece, Europe  <b>What:</b> plates, bowls, vases, amphoras, vessels, handles, lip, rim,  <b>Description:</b> fragile, delicate, decorated, intricate  <b>Other:</b> air dry, kiln, sculpture, sculptor, coils, slips</p>
<p>Summer Year A</p>	<p><b>Rumble in the Jungle To the Rescue</b></p>	<p><b>Poles Apart</b>  <u>Print Making</u>  <b>Who:</b> Henri Matisse  <b>What doing:</b> printing, cutting, pressing,  <b>When:</b> 1900s  <b>Where:</b> France, Europe  <b>What:</b> paint, sponge, string, cardboard, stamp, block,  <b>Description:</b> colourful, simplistic (shape),  <b>Other:</b> relief, painter, print maker, Fauvism (wild), monoprinting,</p>	<p><b>Raid, Invade and stayed!</b>  <u>Painting</u>  <b>Who:</b> Roy Liechtenstein  <b>What doing:</b> painting, blocking, layering, outlining,  <b>When:</b> 1960's  <b>Where:</b> USA, North America.  <b>What:</b> words, bubbles, frames, clouds, bursts, paint, paint brush, gouache paint  <b>Description:</b> opaque, bright, bold, vivid,  <b>Other:</b> complimentary colours, contrasting colours, colour</p>	<p><b>Protect our planet</b>  <u>3D Art</u>  <b>Who:</b> Robert Bradford, Hiroshi Fuji, Cod Steaks  <b>What doing:</b> sculpting, layering, wrapping, pasting, moulding,  <b>When:</b> contemporary  <b>Where:</b> UK, Europe. Japan, Asia.  <b>What:</b> mod roc, papier mache, cardboard, recycled materials, plastics,  <b>Description:</b> provocative, colourful, textured,  <b>Other:</b> armature, base, sculpture, sculptor</p>



Halesowen C of E Curriculum  
Art Curriculum

			wheel, Pop art, comic books, painter, illustrator, tints, shades	
<b>Autumn Year B</b>	<b>Autumn Adventure</b>  <b>Sparkle and Shine</b>	<b>Bostin' Black Country</b> <u>3D Art</u> <b>Who:</b> Luke Perry <b>What doing:</b> manipulating, bending, joining, welding, cutting, attaching, curling, twisting <b>When:</b> contemporary <b>Where:</b> Black Country, England, UK. <b>What:</b> metal, wire, silver, copper, brass, aluminium, pliers, scissors, tweezers <b>Description:</b> shiny, sharp, dull, tarnished, rusted, gold, silver, straight, bent, curled, malleable <b>Other:</b> sculpture, sculptor	<b>The Chocolate Factory</b> <u>Drawing</u> <b>Who:</b> William Alexander Harvey <b>What doing:</b> drawing, sketching, <b>When:</b> 1900s <b>Where:</b> Bourneville, UK, Europe. <b>What:</b> pencil (H), paper, ruler, brick, tile, wood, <b>Description:</b> harmonious, <b>Other:</b> perspective, architecture, architect, one-point perspective, horizon line, disappearing point/ vanishing spot, proportion, scale, arts and crafts movement	<b>Water of Life</b> <u>Painting</u> <b>Who:</b> Monet, Caillebotte, Signac <b>What doing:</b> painting, mixing, blending, building a wash, dotting, daubing, <b>When:</b> 1800s <b>Where:</b> France, Europe. <b>What:</b> water colour, poster paint, palette, paint brushes (soft bristle) <b>Description:</b> loose, free, impressionist, vibrant, fresh, light <b>Other:</b> impressionism, modernism, pointillism, landscape, seascape,
<b>Spring Year B</b>	<b>Once upon a story...</b>  <b>Down on the Farm</b>	<b>Iceberg Ahead!</b> <u>Painting</u> <b>Who:</b> Paul Klee <b>What doing:</b> painting, mixing, printing <b>When:</b> 1800/1900 <b>Where:</b> Germany, Europe <b>What:</b> paint, palette, brush, boat <b>Description:</b> geometric, bold, simplistic, fluid, angular,	<b>Best of British</b> <u>Textiles</u> <b>Who:</b> David Hockney <b>What doing:</b> mixing, melting, piping, outlining, shading, peeling, cracking <b>When:</b> 600/700 AD <b>Where:</b> Indonesia, Asia. <b>What:</b> material, silk, cotton, fabric dyes, flour paste, wax, pipette (canting) <b>Description:</b>	<b>Rock and Roll</b> <u>Painting</u> <b>Who:</b> Banksy, local street artists, <b>What doing:</b> spraying, printing, carving, rolling, engraving, indenting, sketching <b>When:</b> contemporary, <b>Where:</b> Halesowen, UK. Argentina, South America. Spain, Europe. <b>What:</b> ink, rollers, polystyrene tiles, engraving tools,



Halesowen C of E Curriculum  
Art Curriculum

		<p><b>Other:</b> primary colours, secondary colours, shade, tone, expressionism, surrealism.</p>	<p><b>Other:</b> textile, Batik, landscapes, line, pattern, form</p>	<p><b>Description:</b> controversial, figurative, impressed <b>Other:</b> street art, graffiti, tags, cave paintings, parietal art (prehistoric), impressed print, negative space, overlays</p>
<p><b>Summer Year B</b></p>	<p><b>Kings and Queens</b></p> <p><b>We're all going on a Summer Holiday</b></p>	<p><b>African Adventure</b> <u>Textiles</u></p> <p><b>Who:</b> Kiva Motnyk <b>What doing:</b> printing, stamping, dying, cutting, dipping <b>When:</b> since 1800s <b>Where:</b> Western Africa. USA. <b>What:</b> fabric, material, dyes, natural dyes. <b>Description:</b> colourful, celebratory, natural <b>Other:</b> textiles.</p>	<p><b>Mexico and the Mayans</b> <u>3D Art</u></p> <p><b>Who:</b> Mayans <b>What doing:</b> carving, building, rolling, cutting, scraping, adhering, slip and score <b>When:</b> 2500 BC <b>Where:</b> Central America <b>What:</b> clay, figures, faces, tools, rolling pins, clay boards, slabs <b>Description:</b> expressive, malleable, <b>Other:</b> sculpture, sculptor, armature, base</p>	<p><b>Battles, Blackout and Blitz</b> <u>Textiles</u></p> <p><b>Who:</b> Joana Vasconcelos <b>What doing:</b> embroidering, weaving, sewing, threading, embellishing <b>When:</b> contemporary, WW2 <b>Where:</b> Portugal, Europe. <b>What:</b> thread, string, beads, sequins, felt, material, fabric, <b>Description:</b> beaded, sparkly, embellished, decorated, textures (soft, fluffy, smooth, rough, bumpy) <b>Other:</b> love notes, correspondence, textiles</p>