



## Art Curriculum Coverage 2023-2024

| Year group    | Autumn term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>EYFS</b>   | <p><b>Super Me (Term 1)</b><br/><b>Let's Celebrate (Term 2)</b></p> <p>Development Matters (Autumn and Spring)<br/>ELG (Summer Term)</p> <p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p>                                                                                                                                     | <p><b>Where We Are (Term 1)</b><br/><b>Food, Glorious Food! (Term 2)</b></p> <p>Development Matters (Autumn and Spring)<br/>ELG (Summer Term)</p> <p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p>                                                                                                                          | <p><b>All Things Wild (Term 1)</b><br/><b>Whizz, Pop, Bang! (Term 2)</b></p> <p>Development Matters (Autumn and Spring)<br/>ELG (Summer Term)</p> <p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p>                                                                |
| <b>Year 1</b> | <p><b>Stick Man (Seasonal changes)</b><br/><b>Sculpture (Land-art), Painting, Working with Colour</b><br/><b>Giuseppe Archimboldo</b><br/><b>Andy Goldsworthy (Landscape Art)</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>□ to use a range of materials creatively to design and make products</li> <li>□ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>□ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <p><b>Handa's Surprise (Plants and Animals)</b><br/><b>Painting. Investigating pattern, shape, line and colour</b><br/><b>Edward Tinga Tinga</b><br/><b>Tinga Tinga Artwork</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>□ to use a range of materials creatively to design and make products</li> <li>□ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>□ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <p><b>The Great Fire of London 1666</b><br/><b>Design, Working with Colour, Sculpture</b><br/><b>Christopher Wren</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>□ to use a range of materials creatively to design and make products</li> <li>□ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>□ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>□ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> |



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| <p><b>Year 2</b></p> | <p><b>Apollo 11 (Lives of Significant Individuals)</b><br/> <b>Working with colour, abstract art, painting</b><br/> <b>Jackson Pollock (Abstract Art)</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Explorers (Significant Historical Events)</b><br/> <b>Painting (Watercolours), working with colour</b><br/> <b>Edward Wilson (Antarctic Drawings and Watercolours)</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <p><b>Deadly 60! (Plants, Animals &amp; Insects)</b><br/> <b>Sculpture, working with clay</b><br/> <b>Clay Sculptures (Insects/Minibeasts)</b><br/> <b>Henry Moore, Sophie Ryder</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to use a range of materials creatively to design and make products</li> <li><input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li><input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> |
| <p>Justification</p> | <p>Children are exposed to a wide variety of medium and genre of art in Foundation Stage and are given some set tasks, but also allowed to explore the use of colour, tools and materials in free play. In Years 1 and 2, these experiences are carefully planned to: -</p> <ul style="list-style-type: none"> <li>- Progress to colour mixing to create secondary colours, hot and cold colours and tonal shades, exploring the relationship between mood and colour. They also begin to use colour washes as a background.</li> <li>- Begin to draw from observation, use tools and equipment with a greater deal of control and technique, whilst still exploring the qualities of a range of medium.</li> <li>- Use their creativity to employ their new skills and experiences in their artwork.</li> <li>- Build on their experiences with printing, sculpture, collage, printing and technology in Foundation Stage, focusing on planned tasks.</li> <li>- Begin to learn about famous artists and art from different cultures.</li> <li>- Begin to evaluate and give their opinions on their own work and the work of others.</li> <li>- Learn how to use medium, resources and tools in a controlled way.</li> <li>- Shaping and manipulating clay, experimenting with and a range of tools to mark make.</li> </ul> <p>By using skills progression grids and assessment information, we are able plan inclusive lessons, building year on year on skills and knowledge that they have experienced, whilst ensuring retrieval opportunities.</p> <p>Our central location within the town allows us to visit statues, museums and parks to support the topics covered, for example – use of natural materials, a visit to the museum to look at the work of Edward Wilson and walks to observe the many statues.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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| <p><b>Year 3</b></p>        | <p><b>Digging up the Past (Stone Age to Iron Age)</b><br/> <b>Drawing, Mark Making, Sketching</b><br/> <b>Silhouettes and shadows – Charcoal</b><br/> <b>Edgar Degas</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Down on the Farm (Food and Farming)</b><br/> <b>Observational drawing, printing, 3D models</b><br/> <b>Hapa-Zome prints, wire/paper 3D flower sculptures</b><br/> <b>India Flint</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul> | <p><b>We'll Meet Again (WW2 – Evacuation)</b><br/> <b>Drawing, Mark-making, working with colour, printing</b><br/> <b>L.S. Lowry</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul> |
| <p><b>Year 4</b></p>        | <p><b>Tomb Raiders (Ancient Egyptians)</b><br/> <b>Sketching, designing, sculpture</b><br/> <b>Designing and Creating a clap Canopic jar</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Radical Romans (Roman Britain)</b><br/> <b>Designing, pattern, architecture, mosaics</b><br/> <b>Antonio Gaudi, Reena Saini Kallat</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>                                               | <p><b>The Abominables (Historical Explorers)</b><br/> <b>Colour-mixing, sketching, painting</b><br/> <b>Katsushika Hokusai</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>       |
| <p><b>Justification</b></p> | <p>From beginning to learn how to use tools, medium and resources in a controlled and considered way in Foundation Stage and Key Stage 1, they begin to refine and broaden these skills and make their own choices. Additional medium that require a greater degree of skill and respect are introduced.</p> <ul style="list-style-type: none"> <li>When drawing and painting, attention is drawn to tone, shade and shadow. Small groups of objects are positioned for observational drawing.</li> <li>Colour mixing extends to tertiary colours and more restricted colour palettes are used.</li> <li>Clay skills, such as thumb, coil and slab pots are introduced, thereby giving the choice of basic methods. Tools are used to create considered textures and patterning.</li> <li>Children begin to plan and design their work.</li> <li>Reasoning is beginning to be used when evaluating their own work and the work of others and they are introduced to comparing the work of artists.</li> <li>Artistic vocabulary is expanded and there is a greater emphasis on its use.</li> <li>An increased number of famous artists are studied and their techniques and subject matter begin to be explored more deeply.</li> </ul> <p>By using skills progression grids and assessment information, we are able plan inclusive lessons, building year on year on skills and knowledge that they have experienced in each of the disciplines in Key Stage 1, whilst ensuring retrieval opportunities.</p> <p>Our central location within the town allows us to visit statues, museums and parks to support the topics covered, for example – use of natural materials and walks to observe the many statues.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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| Year 5        | <p><b>Glorious Grecians (Ancient Greeks)</b><br/> <b>Observational drawing, still life compositions, drawing, sketching, shading</b><br/> <b>Roy Lichtenstein, Georges Barque</b><br/> NC objective</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Raging Rivers (Rivers and Flooding)</b><br/> <b>Sketching (in different media), painting, investigating brushstrokes</b><br/> <b>Claude Monet</b><br/> NC objective</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history</li> </ul>                                             | <p><b>Invaders &amp; Settlers (Anglo Saxons)</b><br/> <b>Sculpture, photography, using a range of different materials</b><br/> <b>Salvador Dali</b><br/> NC objective</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history</li> </ul> |
| Year 6        | <p><b>Cheltenham Spa (History on our Doorstep)</b><br/> <b>Street Art (grafitti) working with colour, designing, painting</b><br/> <b>Keith Haring.</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Extreme Survival (Explorer Study) – not linked</b><br/> <b>Street Art (murals) working with colour, designing, painting</b><br/> <b>Banksy, Artists from Cheltenham Street Art Festival</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history</li> </ul> | <p><b>The Maya - not linked</b><br/> <b>Textiles, Indian prints</b><br/> <b>Mohammed Hussain, Ishan Khosla</b></p> <p>NC objective</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history</li> </ul>                                    |
| Justification | <p>From learning how to use tools, medium and resources in a controlled and considered way in Lower Key Stage 2, they refine and broaden these skills and make their own choices further. Additional medium that require a greater degree of skill and respect are introduced.</p> <ul style="list-style-type: none"> <li>- When drawing and painting, focus is put on tone, shade, shadow and texture. Small groups of objects are positioned for observational drawing and children are taught to consider proportion and perspective.</li> <li>- Colour mixing extends to tertiary colours and tones within these colours are expected. More adventurous use of colour is encouraged, in conjunction with the studying of how well known artists use colour in their compositions.</li> <li>- Clay skills, such as thumb, coil and slab pots are used. Children make the choice of best method to use for their work. Tools are used to create considered textures and patterning.</li> <li>- Children plan and design their work, using sketches and annotated sketches to inform their final pieces.</li> <li>- Reasoning is used when evaluating their own work and the work of others and they increasingly compare the work of artists.</li> <li>- Artistic vocabulary is expanded and there is a greater emphasis on its use, both orally and in written work, such as annotations and evaluations.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



- An increased number of famous artists are studied and their techniques and subject matter begin to be explored more deeply. Including architects and crafts people.

By using skills progression grids and assessment information, we are able plan inclusive lessons, building year on year on skills and knowledge that they have experienced in each of the disciplines in Lower Key Stage 2, whilst ensuring retrieval opportunities.

Our central location within the town allows us to visit statues, museums and parks to support the topics covered, for example – use of natural materials and walks to observe the many statues and architecture.