

# Art Topic List

|                    | YEAR | TOPIC NAME                                                                              | CURRICULUM COVERAGE                                                                                                          | BIG FINISH<br>What children need to be able to do by the end                                                                                                                                                                                                                                                                                                                 |
|--------------------|------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KEY<br>STA<br>GE 1 | Y1   | <b>Drawing</b><br>(pencils, rubbers, chalk pastels, felt pen, charcoal, inks)           | <b>Composite:</b><br>Painting and Drawing<br><b>Context:</b> Abstract art<br><b>Artist:</b> Kandinsky                        | Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces.<br>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.<br>Investigate textures by describing, naming, rubbing, copying.     |
|                    |      | <b>Painting</b><br>(Watercolour, ready mixed, acrylic)                                  | <b>Composite:</b><br>Painting and Drawing<br><b>Context:</b> Abstract art<br><b>Artist:</b> Kandinsky                        | Explore with a variety of media; different brush sizes and tools.<br>Explore lightening and darkening paint without the use of black or white.<br>Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.<br>Start to mix a range of secondary colours, moving towards predicting resulting colours.            |
|                    |      | <b>Textiles</b><br>(weaving, sewing, fabric dye/paint, batik, tie dye)                  | <b>Composite:</b><br><i>Textiles</i><br><b>Context:</b> Arctic<br><b>Artist:</b> Gunta Stoltz                                | Begin to identify different forms of textiles.<br>Have experience in colouring textiles: printing, fabric crayons.<br>Have some experience of weaving and understand the process and some techniques.<br>Begin to identify different types and textures of fabric and materials for collage.<br>Use appropriate language to describe colours, media, equipment and textures. |
|                    |      | <b>Sculpture</b><br>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, soap) | <b>Composite:</b><br>Sculpture<br><b>Context:</b> Autumn<br><b>Artist:</b> Andy Goldsworthy                                  | Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc in a variety of ways including rolling, pinching and kneading. Use tools and equipment safely and in the correct way.                                                                                                                                                              |
|                    | Y2   | <b>Drawing</b><br>(pencils, rubbers, chalk pastels, felt pen, charcoal, inks)           | <b>Composite:</b><br>Painting and Drawing<br><b>Context:</b> MindUP - Mindful seeing - water colours<br><b>Artist:</b> Monet | Control the different types marks made with the range of media. Draw on different surfaces with a range of media. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns.                             |

|  |  |                                                                                         |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          |
|--|--|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <b>Painting</b><br>(Watercolour, ready mixed, acrylic)                                  | <b>Composite:</b><br>Printing<br><b>Context:</b> Printing<br>2D shapes<br><b>Artist:</b> Mondrian             | Explore with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colours, moving towards predicting resulting colours. |
|  |  | <b>Sculpture</b><br>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, soap) | <b>Composite:</b><br>Sculpture<br><b>Context:</b> Mixed media mini-beasts<br><b>Artist:</b> Elizabeth Berrian | Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Demonstrate experience in surface patterns/textures and use them when appropriate. Explore carving as a form of 3D art.                                                                                                           |

|                   | YEAR | TOPIC NAME                                                                    | CURRICULUM COVERAGE                                                                                                | BIG FINISH<br>What children need to be able to do by the end                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LOWER KEY STAGE 2 | Y3   | <b>Drawing</b><br>(pencils, rubbers, chalk pastels, felt pen, charcoal, inks) | <b>Composite:</b> Painting and Drawing<br><b>Context:</b> Our Local Environment Cityscapes<br><b>Artist:</b> Rizzi | Developing intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.                                                                             |
|                   |      | <b>Painting</b><br>(Watercolour, ready mixed, acrylic)                        | <b>Composite:</b> Pattern, Printing or Textiles<br><b>Context:</b> African Adinkra Fabric<br><b>Artist:</b> N/A    | Begin to control the types of marks made with a range of painting techniques. e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. |

|  |  |                                                                                         |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|--|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <b>Sculpture</b><br>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, soap) | <b>Composite:</b> Sculpture<br><b>Context:</b> Giacometti Figures<br><b>Artist:</b> Giacometti | Use equipment and media with confidence. Learn to secure work to continue at a later date.<br>Join two parts successfully.<br>Construct a simple base for extending and modelling other shapes.<br>Produce more intricate surface patterns/ textures and use them when appropriate.<br>Produce larger ware using pinch/ slab/ coil techniques.<br>Continue to explore carving as a form of 3D art. |
|--|--|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                   | YEAR | TOPIC NAME                                                                    | CURRICULUM COVERAGE                                                                                                            | BIG FINISH<br>What children need to be able to do by the end                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LOWER KEY STAGE 2 | Y4   | <b>Drawing</b><br>(pencils, rubbers, chalk pastels, felt pen, charcoal, inks) | <b>Composite:</b> Painting and Drawing/Sketching<br><b>Context:</b> Egyptian Self-portraits<br><b>Artist:</b> N/A              | Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Draw for a sustained period of time at an appropriate level.                                                                                                                                                                                                                 |
|                   |      | <b>Painting</b><br>(Watercolour, ready mixed, acrylic)                        | <b>Composite:</b> Pattern, printing and Textiles<br><b>Context:</b> Wallpaper using 2D shapes<br><b>Artist:</b> William Morris | Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Confidently create different effects and textures with paint according to what they need for the task. |

|  |  |                                                                                         |                                                                                                   |                                                                                                                                                                                                                                                                                                                                 |
|--|--|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <b>Sculpture</b><br>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, soap) | <b>Composite:</b> Sculpture<br><b>Context:</b> Soap sculptures<br><b>Artist:</b> Barbara Hepworth | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce maquettes confidently when necessarily. Model over an armature: newspaper frame for Modroc. Use recycled, natural and man-made materials to create sculptures. |
|--|--|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                   | YEAR | TOPIC NAME                                                                    | CURRICULUM COVERAGE                                                                                                           | BIG FINISH<br>What children need to be able to do by the end                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UPPER KEY STAGE 2 | Y5   | <b>Drawing</b><br>(pencils, rubbers, chalk pastels, felt pen, charcoal, inks) | <b>Composite:</b> Painting and Drawing/Sketching<br><b>Context:</b> Planets - watercolour<br><b>Artist:</b> Leonardo da Vinci | Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.<br><br>Use drawing techniques to work from a variety of sources including observation, photographs and digital images. |
|                   |      | <b>Painting</b><br>(Watercolour, ready mixed, acrylic)                        | <b>Composite:</b> Pattern, Printing or Textiles<br><b>Context:</b> Portrait: Pop Art<br><b>Artist:</b> Andy Warhol            | Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.<br>Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Start to look at working in the style of a selected artist (not copying).                                       |

## Sculpture

(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, soap)

**Composite:** Sculpture  
**Context:** Model Birds clay modelling  
**Artist:** Zack McLaughlan

Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish. Gain experience in modelling over an armature: newspaper frame for Modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Confidently carve a simple form.

|                   | YEAR | TOPIC NAME                                                                    | CURRICULUM COVERAGE                                                                                                           | BIG FINISH<br>What children need to be able to do by the end                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UPPER KEY STAGE 2 | Y6   | <b>Drawing</b><br>(pencils, rubbers, chalk pastels, felt pen, charcoal, inks) | <b>Composite:</b> Printing and Drawing<br><b>Art Context:</b> Street Art<br><b>Artist:</b> Jean-Michel Basquiat               | Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. |
|                   |      | <b>Painting</b><br>(Watercolour, ready mixed, acrylic)                        | <b>Composite:</b> Pattern, Printing or Textiles<br><b>Context:</b> Op Art (optical illusions)<br><b>Artist:</b> Bridget Riley | Confidently control the types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events.                |

# Sculpture

(3D work, clay, dough, boxes, wire, paper sculpture, mod roc, soap)

**Composite:** Sculpture

**Context:** Abstract sculpture using recyclable materials

**Artist:** Jill Townsley

Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil.

Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Confidently carve a simple form.