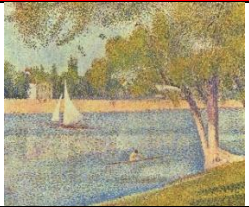







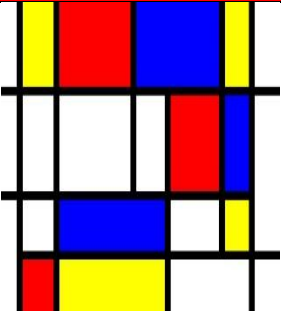











Christ Church CofE Primary Academy
 Respect: Endurance: Friendship
Whole School Art Curriculum 2021/2022







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
artists	George Seurat	Georgia O'Keeffe	Gustav Klimt	Eva Rothschild	Van Gogh	Robert Delaunay
						
	<p>PD- Begins to use a comfortable grip when holding tools. Developing small motor skills by using a range of tools: pencils and paintbrushes. Begins to use a good posture when sitting at a table. EAD-Begins to develop their own ideas and decide which materials to use to express them. Begins to explore colour mixing. UW: Beginning to talk about what they see, using a wide range of vocabulary. PSED: Beginning to select activities with help when needed, to help to achieve a goal they have chosen, or one that has been suggested to them. CL: Beginning to listen carefully and learn new vocabulary. Beginning to use a wider range of vocabulary.</p>	<p>PD- Begins to use a comfortable grip when holding tools. Developing small motor skills by using a range of tools: pencils and paintbrushes. Begins to use a good posture when sitting at a table. EAD-Begins to develop their own ideas and decide which materials to use to express them. Begins to explore colour mixing. UW: Beginning to talk about what they see, using a wide range of vocabulary. Beginning to understand about figures from the past. PSED: Beginning to select activities with help when needed, to help to achieve a goal they have chosen, or one that has been suggested to them. CL: Beginning to listen carefully and learn new vocabulary. Beginning to use a wider range of vocabulary.</p>	<p>PD- Uses a comfortable grip when holding tools. Developing small motor skills by using a range of tools: pencils and paintbrushes. Begins to use a good posture when sitting at a table. EAD- Develops their own ideas and decides which materials to use to express them. Explores colour mixing. UW: Talks about what they see, using a wide range of vocabulary. Beginning to understand about figures from the past. PSED: Selects activities with help when needed, to help to achieve a goal they have chosen, or one that has been suggested to them. CL: Listens carefully and learns new vocabulary. Beginning to use a wider range of vocabulary.</p>	<p>PD- Uses a comfortable grip when holding tools. Developing small motor skills by using a range of tools: pencils and paintbrushes. Begins to use a good posture when sitting at a table. EAD- Develops their own ideas and decides which materials to use to express them. Begins to join different materials UW: Talks about what they see, using a wide range of vocabulary. Beginning to understand about figures from the past. PSED: Selects activities with help when needed, to help to achieve a goal they have chosen, or one that has been suggested to them. CL: Listens carefully and learns new vocabulary. Beginning to use a wider range of vocabulary.</p>	<p>PD- Uses a comfortable grip when holding tools. Developing small motor skills by using a range of tools: pencils and paintbrushes. Begins to use a good posture when sitting at a table. Begins to combine different movements with ease and fluency. EAD- Develops their own ideas and decides which materials to use to express them. Explores colour mixing. UW: Talks about what they see, using a wide range of vocabulary. Beginning to understand about figures from the past. PSED: Selects activities with help when needed, to help to achieve a goal they have chosen, or one that has been suggested to them. CL: Listens carefully and learns new vocabulary. Beginning to use a wider range of vocabulary.</p>	<p>PD- Uses a comfortable grip when holding tools. Developing small motor skills by using a range of tools: pencils and paintbrushes. Begins to use a good posture when sitting at a table. Begins to combine different movements with ease and fluency. EAD- Develops their own ideas and decides which materials to use to express them. Explores colour mixing. UW: Talks about what they see, using a wide range of vocabulary. Beginning to understand about figures from the past. PSED: Selects activities with help when needed, to help to achieve a goal they have chosen, or one that has been suggested to them. CL: Listens carefully and learns new vocabulary. Beginning to use a wider range of vocabulary.</p>



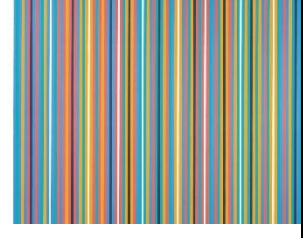














Reception						
artists	Jim Dine Marvellous Me! How can colour show emotions?	Iuiza vizoli Sensational seasons	Piet Mondrian	Peter Thorpe Space	Henri Matisse Growing	Rob Biddulph Amazing Animals
						
Criteria covered.	<ul style="list-style-type: none"> • Uses a paintbrush to form lines and circles. • Uses drawing materials to create pictures with a range of lines and shapes. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<ul style="list-style-type: none"> • Uses different techniques and materials to achieve the desired effect and can talk about what has been created. • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> • Uses a paintbrush to form lines and circles. • Uses drawing materials to create pictures with a range of lines and shapes. 	<ul style="list-style-type: none"> • Uses different techniques and materials to achieve the desired effect and can talk about what has been created. • Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used.
Year 1						
Artist	colour Kandinsky	nature Andy Goldsworthy	portraits Andy Warhol	collage Paul Klee	painting/drawing Joan Miro	textiles Lenore Tawney
						
Criteria covered.	<p>I can create moods in art work.</p> <p>I can name the primary and secondary colours.</p> <p>I can create a repeating pattern in print.</p>	<p>I can cut, roll and coil materials.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p>	<p>I can show how people feel in paintings and drawings.</p> <p>I can create moods in art work.</p> <p>I can use pencils to create lines of different thickness in drawings.</p>	<p>I can name the primary and secondary colours.</p> <p>I can cut, roll and coil materials.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p>	<p>I can create moods in art work.</p> <p>I can use pencils to create lines of different thickness in drawings.</p> <p>I can use IT to create a picture. (planning)</p>	<p>I can cut, roll and coil materials.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p>




			<p>I can name the primary and secondary colours.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p>	<p>I can ask questions about a piece of art.</p>	<p>I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p>	
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Year 2

Artist	Clarice Cliff Sculpture	Sid Kirkham Landscapes/cityscapes	Monet paint	Lichtenstein portrait	Esther Mahlangu Colour and pattern	Brenda Joysmith Landscapes
						
Criteria covered.	<p>I can make a clay pot.</p> <p>I can join two clay finger pots together.</p> <p>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I can mix colours to create all the secondary colours.</p> <p>I can suggest how the artist has used colour, pattern and shape.</p> <p>I can create a piece of art in response to the work of another artist.</p>	<p>I can choose and use three different grades of pencil when drawing.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how the artist has used colour, pattern and shape.</p>	<p>I can create tones with paint by adding black.</p> <p>I can create tints with paint by adding white.</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how the artist has used colour, pattern and shape.</p>	<p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how the artist has used colour, pattern and shape.</p> <p>I can use different effects within an IT paint package.</p>	<p>I can mix colours to create all the secondary colours.</p> <p>I can create tones with paint by adding black.</p> <p>I can create tints with paint by adding white.</p> <p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how the artist has used colour, pattern and shape.</p>	<p>I can create brown with paint.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how the artist has used colour, pattern and shape.</p>

Year 3						
Artist	Quentin Blake	Teyjah McLaren	Bridget Riley	Kumi Yamashita	Hazem Taha Hussein	Ken Sugimori
						
Criteria covered	<p>I can use sketches to produce a final piece of art.</p> <p>I can use different grades of pencil to shade and to show different tones and textures.</p> <p>I can identify the techniques used by different artists.</p> <p>I can create a background using a wash.</p> <p>I can compare the work of different artists.</p>	<p>I recognise when art is from different historical periods.</p> <p>I can compare the work of different artists.</p> <p>I can create a background using a wash.</p>	<p>I can use IT to create art which includes my own work and that of others.</p> <p>I can use digital images and combine with other media in my art.</p> <p>I can compare the work of different artists.</p>	<p>I can compare the work of different artists.</p> <p>I can use IT to create art which includes my own work and that of others.</p>	<p>I can compare the work of different artists.</p> <p>I can use a range of brushes to create different effects in painting.</p>	<p>I recognise when art is from different cultures.</p> <p>I can show facial expressions in my art.</p> <p>I can compare the work of different artists.</p> <p>I can use a range of brushes to create different effects in painting.</p>
Year 4						
Artist	Julian Opie	Arcimboldi	Michelangelo	Matisse	Paula Rego	Christopher Marley
						
Criteria covered	<ul style="list-style-type: none"> I can show reflections in my art. I can sculpt clay and other mouldable materials. I can experiment with the styles used by other artists. I can show facial expressions and 	<ul style="list-style-type: none"> I can use marks and lines to show texture in my art. I can print onto different materials using at least four colours. I can show facial expressions and body language in sketches and paintings. I can explain some of the features of art from 	<ul style="list-style-type: none"> I can use line, tone, shape and colour to represent figure and forms in movement. I can experiment with the styles used by other artists. I can explain some of the features of art from 	<ul style="list-style-type: none"> I can use marks and lines to show texture in my art. I can experiment with the styles used by other artists. I can explain some of the features of art from I can show facial expressions and body language in sketches and paintings. 	<p>I can explain some of the features of art from.</p> <ul style="list-style-type: none"> I can experiment with the styles used by other artists. 	<p>I can explain some of the features of art from.</p> <ul style="list-style-type: none"> I can experiment with the styles used by other artists. I can integrate my digital images into my art.

	body language in sketches and paintings.	<ul style="list-style-type: none"> I can explain some of the features of art from historical periods. 				
Year 5						
Artist	Leonardo Da Vinci 	Picasso 	Corita Kent 			
Criteria covered	<p>Where's the detail in that picture?</p> <ul style="list-style-type: none"> What materials should every good artist have in their art set for drawing? Can we complete the other half of a black and white photograph using pencil drawings and shading techniques? Can we sketch the same object from three different viewpoints, using line and shading to show texture and detail? How could we improve our sketches? Which sketch will we choose to develop into a finished picture? <p>How will we display our drawings to best effect and to a wider audience?</p> <ul style="list-style-type: none"> I can express emotion in my art. I can use shading to create mood and feeling. I can research the work of an artist and use their work to replicate a style. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement 	<p>How did the great artists see themselves?</p> <ul style="list-style-type: none"> What can we find out about a great artist and their self-portraits? Can we copy a self-portrait in the style of a great artist? Can we each make a photo montage to show our personalities? How can our photos help us develop sketches for our own self-portrait? What mood or emotion do we want to portray and what techniques will help us achieve this? Which colours will we need to make our palette? What painting techniques will we use? <p>Can we discuss each others' self-portraits and the emotions we are portraying?</p> <ul style="list-style-type: none"> I can research the work of an artist and use their work to replicate a style. I can identify and draw objects and use marks and lines to produce texture. 	<p>How will we screen print our posters?</p> <ul style="list-style-type: none"> Which poster designs and designers are famous and why? How did poster design change through the 19th and 20th centuries? Can we design a range of posters for a class or school events, using our sketch books? Which posters will we choose to print and why? What is screen printing? How will we screen print our posters? <p>How do our posters compare with the class designs poster designs?</p> <ul style="list-style-type: none"> I can create an accurate print design following criteria. I can use images which I have created, scanned and found; altering them where necessary to create art. I can research the work of an artist and use their work to replicate a style. 			

Year 6			
Artist	William Morris	Beatriz González	Banksy
			
Criteria covered	<ul style="list-style-type: none"> I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can over print to create different patterns. I can use feedback to make amendments and improvement to my art. 	<ul style="list-style-type: none"> I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can over print to create different patterns. I can use feedback to make amendments and improvement to my art. I can use a range of e-resources to create art. 	<ul style="list-style-type: none"> I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can use feedback to make amendments and improvement to my art. I can use a range of e-resources to create art.