

# Wadsworth Fields Curriculum overview

## Art

	Foundation Stage <i>Expressive Arts and design</i>	Year 1/2	Year 3/4	Year 5/6
<b>Drawing</b>	<p><b>Knowledge and skills progression</b> <b>Drawing:</b> Explore mark making with a variety of media – pencils, chalk, pastel, wax crayon, graphite. Hold a mark making tool correctly.</p> <p>Create appropriate lines and shapes by developing increasing control of media.</p> <p>To make marks representational as drawings. Include detail in observational drawings e.g. self-portrait.</p>	<p><b>Year 1:</b> Use a range of tools to make marks and add colour - pencils, chalk, pastel, wax crayon, graphite, charcoal.</p> <p><b>Year 2:</b> Use mark making skills to add texture. Use shape, texture and pattern in drawing – pencils, chalk, pastel, wax crayon, graphite, charcoal.</p> <p><b>Year 1:</b> Create self-portraits and observational drawings of others by including key features.</p> <p><b>Year 2:</b> Create observational drawings with increasing accuracy by understanding proportions and perspective.</p> <p><b>Year 1:</b> Choose from a prescribed number of mark-making tools to select media to match the job.</p> <p><b>Year 2:</b> Have more autonomy over mark-making by selecting tools most appropriate for</p>	<p><b>Year 3:</b> Continue to develop mark making skills with a variety of media – pencils, chalk, pastel, wax crayon, graphite, charcoal, pen.</p> <p><b>Year 4:</b> Continue to develop mark making skills with a variety of media – pencils, chalk, pastel, wax crayon, graphite, charcoal, pen.</p> <p><b>Year 3:</b> Develop use of a variety of different mark making techniques to create drawings e.g. dots, shading, hatching, sketching. Use shading to create tones.</p> <p><b>Year 4:</b> Use shading effectively to create atmosphere and shadow.</p> <p><b>Year 3:</b> Begin to accurately draw figures using proportion and show emotion when drawing faces.</p> <p><b>Year 4:</b></p>	<p><b>Year 5:</b> Continue to develop mark making skills with a variety of media – grades of pencil and graphite, thickness of pen, chalk and charcoal.</p> <p><b>Year 6:</b> Continue to develop mark making skills with a variety of media –grades of pencil and graphite, thickness of pen, chalk and charcoal.</p> <p><b>Year 5:</b> Use drawings to produce designs fit for purpose.</p> <p><b>Year 6:</b> Research and produce examples of graphic design, describing purpose and layout.</p> <p><b>Year 5:</b> Create perspective to give impression of depth.</p> <p><b>Year 6:</b> Draw landscapes using perspective and shading to give effect of depth with</p>

		<p>the job e.g. pastel for soft lines, graphite for hard lines.</p>	<p>Continue to develop levels of detail and accuracy in observational drawings and begin to show figures in motion when life drawing.</p>	<p>horizon and vanishing points. Think about 'emotion' in lines.</p> <p><b>Year 5:</b> Discuss and practise a range of visual elements when drawing e.g. shading, graded tools and materials and hatching and shading techniques.</p> <p><b>Year 6:</b> Continue using mark making techniques to create more accurate drawings e.g. shading, graded tools and materials and hatching and shading techniques.</p>
<b>Painting</b>	<p><b>Painting</b> Recognise primary colours and explore colour mixing.</p> <p>Use different objects to make prints and apply paint e.g. feathers, cotton buds, fingers. Think about colour choices and brush sizes.</p> <p>To explore simple printmaking using a range of objects e.g. hands, vegetables</p>	<p><b>Year 1:</b> Recognise primary and secondary colours. Mix primary colours to create secondary colours with adult support.</p> <p><b>Year 2:</b> Experiment with secondary colour mixing to create different gradients or gradual mixing.</p> <p><b>Year 1:</b> Use different brush sizes and types for different areas of a painting e.g. large brushes for filling areas, fine brushes for detail.</p> <p><b>Year 2:</b> Demonstrate improved brush technique and control after selecting an appropriate brush for a job.</p>	<p><b>Year 3:</b> Mix colours to match a shade and to create colour wheels and washes. Explore tone changes using water and adding white and black to create a colour gradient.</p> <p><b>Year 4:</b> Identify and mix warm and cool colours (colour theory).</p> <p><b>Year 3:</b> Experiment with different paints e.g. watercolour, acrylics.</p> <p><b>Year 4:</b> Use a range of paint types and effects appropriately.</p> <p><b>Year 3:</b></p>	<p><b>Year 5:</b> Mix colours to create secondary and tertiary colours. Continue to use water, black and white to create more refined paint choices.</p> <p><b>Year 6:</b> Understand and use harmonising and complimentary colours and tones, shades and hues.</p> <p><b>Year 5:</b> Select colour appropriately to evoke mood.</p> <p><b>Year 6:</b> Explore using texture and colour to create perspective, atmosphere and emotion.</p>

	<p>and lego/wheeled cars. Make simple repeating patterns.</p> <p>Know how to hold a brush correctly and use paint without dripping.</p>	<p><b>Year 1:</b> Use paint to create both real and abstract images.</p> <p><b>Year 2:</b> Use paint in a range of ways to achieve different outcomes for both real and abstract art - washes, resist, colour mixing, finger painting, printing.</p>	<p>Use different painting applications i.e. spreading, dotting, splashing.</p> <p><b>Year 4:</b> Experiment with mark making applications and combine artforms in mixed media projects to create more detailed and accurate paintings.</p>	<p><b>Year 5:</b> Refine mark making using a variety of different tools and brushes, selecting for desired effects. Change texture by combining materials with paint such as sand/stone.</p> <p><b>Year 6:</b> Explore creating own paint (eg from burnt twigs, earth, crushed chalk +oil) and brushes from natural materials.</p> <p><b>Year 5:</b> Use a wider range of artforms and printing techniques - collograph, marbling, monoprinting, relief and engraving screen printing.</p> <p><b>Year 6:</b> Experience using different paint, such as acrylic, and ink. Combine artforms, such as collage, painting, printmaking and sculpture.</p>
<p><b>Sculpture and 3D work</b></p>	<p><b>Sculpture</b></p> <p>Explore malleable modelling materials, such as clay and playdough to discover what they can do by moulding, squeezing, squashing, smoothing and rolling</p>	<p><b>Year 1:</b> Shape play dough &amp; clay with their hands. Use clay to produce a simple, recognisable object.</p> <p><b>Year 2:</b> Use tools to add texture and detail to clay work. investigate joining two pieces of clay work together.</p> <p><b>Year 1:</b></p>	<p><b>Year 3:</b> Use a variety of materials other than clay to make sculptures e.g. Modroc on chicken wire, papier mache.</p> <p><b>Year 4:</b> Explore how combinations of materials such as paper, fabric, string, found objects and card can be transformed into a sculpture.</p>	<p><b>Year 5:</b> Describe the different qualities involved in modelling, sculpture and construction.</p> <p><b>Year 6:</b> Use armatures from paper and tape to explore modelling with clay, using appropriate joining techniques.</p> <p><b>Year 5:</b></p>

	<p>Develop increasing ability to select appropriate tools. Cut with scissors, tear, join, stick and fasten materials to create a pattern, picture or simple sculptures.</p> <p>Know about some different materials and their textures.</p> <p>To be able to share creations with others and explain the processes.</p>	<p>Explore malleable materials and think about their structures. Make marks in malleable materials.</p> <p><b>Year 2:</b> Evaluate the properties of materials for different sculptures and 3D art. manipulate clay for a variety of purposes.</p> <p><b>Year 1:</b> Explore how to shape, mould, smooth, and join materials.</p> <p><b>Year 2:</b> Understand how 2D can become 3D using cut outs, fixing and joining techniques.</p>	<p><b>Year 3:</b> Understand the basics of clay - construction e.g. using water and rough edges to join.</p> <p><b>Year 4:</b> Join and carve clay, and make decisions about the effectiveness of different tools to add detail.</p>	<p>Shape materials to represent more complex figures i.e. people, animals.</p> <p><b>Year 6:</b> Use recycled, manmade and natural materials to create sculpture fit for a specific purpose.</p> <p><b>Year 5:</b> Make informed decisions about the 3D technique I choose.</p> <p><b>Year 6:</b> Carve patterns on different malleable materials more intricately techniques using a variety of tools.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and understanding</b></p>	<p>Know the names of different materials, techniques and processes used in EYFS.</p> <p>Know that different forms of creative works are made by people from all cultures and times. Be aware of a range of artists and the techniques they use.</p> <p>Use appropriate vocabulary to talk</p>	<p>Know the name of tools, techniques and formal elements used in each year group.</p> <p>Know that different forms of creative works are made by people from all cultures and times, for different purposes. Know how to recognise and describe simple characteristics of different kinds of art, craft and design.</p> <p>Use appropriate vocabulary to talk</p>	<p>Know the name of tools, techniques and formal elements used in each year group.</p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times.</p> <p>Know how to use appropriate</p>	<p>Know the name of tools, techniques and formal elements used in each year group.</p> <p>Know about and describe, interpret and explain the work and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times.</p> <p>Know how to use appropriate</p>

	<p>about the materials, techniques and processes that have been used.</p> <p>Feel able to express an opinion about artwork.</p>	<p>about the materials, techniques and processes that have been used.</p> <p>Feel able to express an opinion about artwork.</p>	<p>vocabulary to talk about the materials, techniques and processes that have been used.</p> <p>Feel able to express an opinion about artwork. Think about why the artwork was made, as well as how.</p>	<p>vocabulary to talk about the materials, techniques and processes that have been used.</p> <p>Feel able to express an opinion about artwork. Think about why the artwork was made, as well as how. Ask questions about process, technique, idea or outcome.</p>
<b>Vocabulary</b>	<p><b>Drawing:</b> Mark making, detail, line, shape, pencil, chalk, graphite, chalk, soft pastel, wax, charcoal</p> <p><b>Painting</b> Brush, thick, thin, light, dark, colour names, shapes, patterns, repeating patterns, primary colours, applying, printmaking, media</p> <p><b>Sculpture</b> Mould, squeeze, squash, smooth, join, fix, names of fastenings, modelling, clay, playdough, sculptures</p>	<p><b>Drawing:</b> Texture, tone, marks, observe, portrait, landscape, still life, perspective</p> <p><b>Painting</b> Secondary colours, texture, form, mixed media, colour wash, mixing, techniques</p> <p><b>Sculpture</b> Observation, imagination, construction, 2D, 3D</p>	<p><b>Drawing</b> Direction, shape, length, memory, imagination, viewpoints, sketching</p> <p><b>Painting</b> Proportion, view finder, colour wheel, gradient, colour theory</p> <p><b>Sculpture</b> Combinations of materials, transformed, manipulate, fasten. Clay slab, coil and thumb pots, joining</p>	<p><b>Drawing</b> Techniques, context, experiment, pencil grades, thickness of pen, mark spacing, emotion in lines.</p> <p><b>Painting</b> Shade, tone, hue, secondary, tertiary, complementary, harmonious, perspective, colour theory</p> <p><b>Printing and sculpture</b> Collagraph, marbling, monoprinting, engraving screen printing, malleable materials, contemporary, armatures, acrylic</p>
<b>Cultural capital</b>	<p>Van Gogh Kandinsky Andy Goldsworthy Klimt</p>	<p><i>Cultural capital</i> <b>Famous artists</b></p>	<p><i>Cultural capital</i> <b>Famous artists</b></p> <p>Selected by VN depending on topic</p>	<p><i>Cultural capital</i> <b>Famous artists</b></p> <p>Selected by VN depending on topic</p>

		<p><i>Including but not limited to (based on changing topics)</i></p> <p><i>Painting/drawing -Klimt (tree of life)</i>  <i>Painting - Afremov (eiffel tower)</i>  <i>Sculpture - Gormley (animals)</i></p> <p><i>Warhol and Lichtenstein- pop art</i>  <i>Mondrian and Klee- abstract, colour and line</i>  <i>Laura knight (local) and Arcimboldo - portrait</i></p>	<p><i>David Hockney (drawing)</i>  <i>Van Gogh (sunflowers)</i>  <i>Henri Rousseau (rainforest)</i>  <i>Roy Lichtenstein</i>  <i>Aboriginal art (technique pointillism)</i>  <i>Silhouettes</i>  <i>Sketchbooks are taken on trips/used for first drafts of designs for DT/history (papyrus designs)</i></p> <p><i>Mother's day cards</i>  <i>Kirsten Bailey</i></p> <p><i>Progress for printing – 3/4 using raised patterns on a block, 5/6 using indented patterns</i>  <i>Progress for collage – 3/4 mixed media</i></p> <p><i>Textiles see DT</i></p>	<p><i>Tamara Natalie Madden (portraits)</i></p> <p><i>Knowledge of different artists and sculptors including:</i>  <i>Anthony Gormley, Henry Moore, Giacometti, Hepworth</i></p>
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<b>Vocabulary</b>	<b>Definition</b>
<b>2d</b>	Artwork that is flat on a page, usually drawings and paintings. 2d art does not have any thickness.
<b>3d</b>	Artwork with height, width and depth. It takes up more space and you can see it from all angles.
<b>Acrylic</b>	A thick heavy paint that can be used smoothly or to create texture.
<b>Background</b>	The ground or parts of a scene that are behind the main subject of the art work.
<b>Colour wash</b>	Using a fine layer of colour with a brush or broad surface so no marks are visible
<b>Complimentary colours</b>	Colours that are opposite each other on the colour wheel. They look nice side by side.
<b>Cool colours</b>	Convey calmness or sadness, and include blue, greens and violets.
<b>Drawing</b>	A picture or diagram made with a pencil, pen, or crayon rather than paint.
<b>Foreground</b>	The ground or things placed in the front of the picture.
<b>Form</b>	A 3D object.
<b>Hue</b>	Colour.
<b>Horizontal</b>	Side to side.
<b>Imagination</b>	Creating something in your mind.
<b>Landscape</b>	Any type of art that shows the natural world.
<b>Mark making</b>	Any way that you can make lines and patterns for a piece of art.
<b>Media</b>	Material used to create art.
<b>Mixed media</b>	Art that is made from a combination of different media or materials.
<b>Observation</b>	Looking at something carefully.
<b>Perspective</b>	Showing objects on a picture so that they look the correct size and distance from one another.
<b>Portrait</b>	Any type of art that contains a face.
<b>Primary colours</b>	Red, Blue and Yellow. These colours cannot be created by mixing other colours.
<b>Sculpture</b>	A type of 3D art created from mixed media.

<b>Secondary colours</b>	<i>Colours that can be created by mixing two primary colours. They are green, orange and purple.</i>
<b>Shade</b>	<i>Mixture of a colour with black, which reduces lightness.</i>
<b>Still life</b>	<i>A drawing or painting that focuses on an object that never moves.</i>
<b>Technique</b>	<i>Different ways of creating art work.</i>
<b>Texture</b>	<i>The 'feeling' - physical or mood - that you feel when art is explored.</i>
<b>Tint</b>	<i>Mixture of a colour with white, which increases lightness.</i>
<b>Tone</b>	<i>How light or dark something is.</i>
<b>Vertical</b>	<i>Up and down.</i>
<b>Warm colours</b>	<i>Vivid and bold, and include red and include oranges, yellows and browns.</i>
<b>Watercolour</b>	<i>A solid or liquid paint that is to be used watered down and layered.</i>