



Art yearly overview	Autumn	Spring	Summer
<b>EYFS</b>	<p>What can I do in the creative area?</p> <p>Respect Ambition Resilience Inclusivity</p>	<p>How can Beatriz Milhazes inspire me?</p> <p>Respect Ambition Inclusivity</p>	<p>How does Piet Mondrian use colour?</p> <p>Respect Ambition Inclusivity</p>
<b>Year 1</b>	<p>How does David Hockney inspire me to use lines?</p> <p>Respect Ambition Resilience Inclusivity</p>	<p>How can I develop my collage skills to recreate some of Monet's paintings?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I know how to colour mix like Kandinsky.</p> <p>Respect Ambition Resilience Inclusivity</p>
<b>Year 2</b>	<p>How can I combine different media to create a piece of art in the style of Martin Bulinya?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>How does Andy Warhol use printing?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I know how to use different lines to affect my Freda Kahlo artwork.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>
<b>Year 3</b>	<p>I can use Matisse's works to inspire my collage piece.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I know how Stephanie Peters uses colour to produce abstract pieces related to nature.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>How does Antoni Gaudi use sculpture and colour to reflect nature?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>
<b>Year 4</b>	<p>How does Van Gogh use colour and line effectively?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I know how Anthony Gormley reflects humans through use of sculpture.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>How does Heddah Sterne use lines to inform her artwork?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>
<b>Year 5</b>	<p>How does Georgia O'Keefe use paint effectively?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I know how important perspective is in the works of Henri Rosseau.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>What impact does using different lines, have for Friedensreich Hundertwasser?</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>
<b>Year 6</b>	<p>I can work with print to replicate some of Banksy's most famous pieces.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I know how Georges Seurat used pointillism to create detailed paintings.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>	<p>I can create abstract pieces in the style of Alma Thomas.</p> <p>Respect Ambition Resilience Kindness Inclusivity</p>



## Art Curriculum

### Respect

### Ambition

### Kindness

### Resilience

### Inclusivity

Our school values underpin our art curriculum, especially the values of inclusivity, ambition and resilience. We acknowledge and embrace the inclusivity of our artists from different backgrounds and time periods. We promote resilience in our children when exploring their skills in art, and we encourage ambition to develop, and learn more about this wonderful area of the curriculum. All children's efforts are praised and displayed.

### Intent

#### Intent

Our vision for Vane Road Primary School is one of high standards, achieved through the creative aspects of the curriculum. The sense of purpose, relevance and creativity provide children with the opportunities they need to achieve and be individual in a variety of ways. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their ideas and experiences.

At Vane Road, Art is not just taught in a designated Art lesson, but wherever appropriate, it is linked to topics and the wider curriculum, which gives children the opportunities to bring topics to life in a visual way. Enabling children to communicate what they see, feel and think through the use of colour, texture, form, pattern, style- using different media and processes in a variety of contexts. We also value the importance of children understanding the lives of their diverse artists so that they can see the relevance of their choices. Children's artwork is celebrated throughout school in the form of displays in classrooms and hallways, whole school art projects and posts on the school website.

#### We want children:

- To know that art is about exploration, creativity and expression.
- To know that artists come from all different walks of life- geographically, socially, culturally, and economically.
- To compare and contrast different artists and different artworks.
- To make links between what they observe and what they do.

#### **All areas of art within Vane Road are linked to a key concept or theme**

- All art is taught through creativity and connection. Creating is a process of engagement, and all children are encouraged to analyse and connect throughout their lessons.

**Substantive knowledge-** What our pupils will know by the end of each enquiry.

**Disciplinary knowledge-** The subject skills and techniques our pupils will master and apply in order to understand the significance of what they know.



## EYFS

Creating with materials

Mark Making- colour mixing  
Artist/ general- self portraits  
Collage- Christmas activities  
To explore colour mixing and discuss what happens when they mix colours.

Mark making- drawings/  
paintings of flowers and plants  
Collage- Printing and textures  
Artist; Mondrian- To use colour and control when creating Mondrian Pieces.

Mark making- Paintings of minibeasts  
Collage- pattern  
Artist- Beatriz Milhazes  
To use different materials; paper, card, paint, crayon to create a collage.

## vocabulary

### Creating with Materials -Malleable Art

Mould Squish Squash Roll Press Cut Turn Pat Sculpt Pinch Splat

### Creating with Materials- Art

Dry Soft Hard Slimy Smooth Bumpy Rough Bendy Stretchy Twizzle Pinch Tweeze Squeeze Twist

### Colour names

## Scissor skills- EYFS

In order to be successful at cutting, a child needs to be able to sit up correctly and have good balance and stability.

They also need good wrist and finger control and need to be able to isolate the thumb and fingers in order to grasp and release.

Bilateral coordination is crucial. Using both hands together means the dominant hand uses the scissors and the 'helping hand' holds and rotates the paper.

Scissor skills are not fully developed until 6 years of age. This is a guide and some children may take longer to become confident and proficient in using scissors.

- 2-2.6yrs- can open and close scissors, this may be with both hands. Cuts materials such as play dough.
- 2.6-3 yrs-Can make snips on paper and move scissors forward across the paper.
- 3-3.6 yrs- Can use their 'helping hand' to hold paper and move scissors in a straight line.
- 3.6-4yrs- Can cut on a curved line.
- 4-5yrs-Can cut out a square shape.

## Year 1 Autumn term

## How does David Hockney inspire me to use lines?

### Substantive Knowledge

- I know who David Hockney is, and am able to identify his work.
- **I can talk about my artist**
- I will know how to control lines to create simple drawings from (thick & thin, straight, curved, smudged) observations
- **I will know the names of the primary colours**

### Disciplinary Knowledge-

- I can use **felt tip pens, chinks, charcoal pencils, thick wax crayons and pastels**
- I can hold a **large paint brush** correctly
- **I can make marks using paint with a variety of tools** (thick brushes, thin brushes and mark making resources)
- I can consider consistency when applying **paint**
- **I can colour within the line**
- **I can begin to add detail to line drawings**



**Vocabulary**

Artist, thin lines, thick lines, straight lines, curved lines, detail, line drawings, colour, colour names- primary, consistency

**National Curriculum Links**

<https://www.hockney.com/home>

**Year 1 Spring term**

**How can I develop my collage skills to recreate some of Monet's paintings?**

**Substantive Knowledge**

- I know who Claude Monet is, and am able to identify his work.
- **I can talk about my artist**
- I will know how develop collages, based on a simple drawing, using papers and other materials
- I will know how to mix media to create an end piece of work

**Disciplinary Knowledge-**

- I can make marks using **paint** with a variety of tools (**hands, flowers or leaves, sponges, split straws, Duplo**)
- I can collect **natural materials** to create a temporary collage (e.g. using **sticks/ rocks/ leaves** etc)
- **I can weave using natural materials** – **leaves, grass, thin twigs**
- **I can investigate a range of textures through crayon rubbings** (e.g. glass, bark, stone/ bumpy, rough, smooth)
- **I can develop tearing, cutting and layering coloured paper** to create different effects

**Vocabulary**

Artist, print, patterns, collage, weave, natural materials, textures, rubbings, tearing, cutting, layering, glass, bark, stone, bumpy, rough, smooth

**National Curriculum Links**

<https://www.claude-monet.com/paintings.jsp>

**Year 1 Summer term**

**I know how to colour mix like Kandinsky.**

**Substantive Knowledge**

- I know who Wassily Kandinsky is, and am able to identify his work.
- **I can talk about my artist**
- I can identify secondary colours
- I can identify warm colours

**Disciplinary Knowledge-**

- **I can mix colours to make secondary colours (orange, green, purple)**
- **I can find colours on colour charts**
- I can discuss shades of colour and name some of these (light & dark)
- **I can recognise warm (red, yellow, orange) and cold (blue, purple, green) colours**
- I can make marks using **paint** with a variety of tools (**thick/ medium paint brushes**)

**Vocabulary**

Artist, mix, secondary colours (orange, green, purple) shades, light, dark, warm colours (red, yellow, orange) cold colours (blue, purple, green)

**National Curriculum Links**

<https://www.wassily-kandinsky.org/wassily-kandinsky-paintings.jsp>

**Scissor Skills**

Can cut out more complex shapes including figures.



## Year 2 Autumn term

## How can I combine different media to create a piece of art in the style of Martin Bulinya?

### Substantive Knowledge

- I know who Martin Bulinya is, and am able to identify his work.
- **I can talk about my artist**
- I know how to create a warm colour wash background by adding white
- **I know I can mix media to create a collage**

### Disciplinary Knowledge-

- **I can create washes to form backgrounds**
- **I can develop collages based on simple drawing, using papers and materials**
- I can collect natural materials to create a temporary collage (e.g. a face or a body) using **sticks/ rocks/ leaves// rubbings** etc)
- **I can investigate and discuss a range of textures (abrasive, coarse, embossed) through crayon rubbings (e.g. coins or embossed wallpaper)**
- I can use **thin felt tip pens, chalks, charcoal, thin wax crayons and pastels** to add to my collage

### Vocabulary

Washes, collage, warm colour names, white, textures, abrasive, coarse, embossed, rubbings

### National Curriculum Links

<https://trueafricanart.com/pages/martin-bulinya>

## Year 2 Spring term

## How does Andy Warhol use printing?

### Substantive Knowledge

- I know who Andy Warhol is, and am able to identify his work.
- **I can talk about my artist**
- I can recognise and name secondary colours
- I can recognise and name cold and warm colours
- I know how to make a colour lighter and darker

### Disciplinary Knowledge-

- I know how to create warm (light & dark orange, light & dark yellow, light & dark red) and cold (light & dark green, light & dark purple, light & dark blue)
- **I can add white and blacks to make secondary colours in lighter and darker shades**
- I can discuss colour charts to compare variations of the same colour
- **I can finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control**
- **I can use thin felt tip pens/ chalks, charcoal, thin wax crayons and pastels to enhance my printing**

### Vocabulary

Artists, warm colours (light & dark orange, yellow and red), cold colours (light and dark green, purple and blue), print, printing

### National Curriculum Links

<https://www.warhol.org/art>

## Year 2 Summer term

## I know how to use different lines to affect my Freda Kahlo artwork.

### Substantive Knowledge

- I know who Freda Kahlo is, and am able to identify her work.

### Disciplinary Knowledge-

- I can use **thin felt tip pens/ chalks, charcoal, thin wax crayons and pastels** to create different lines (thin, thick, straight, curved, wavy, zig zag)

- I can talk about my artist.
- I can begin to control lines to create simple drawings from observations
- I can colour within the lines with increasing accuracy

- I can hold a **small & medium paint brush correctly**
- I can consider consistency (thick, watery) when applying paint
- I can draw on smaller and larger scales
- I can add collage pieces to enhance my artwork (e.g. flowers)

### Vocabulary

Artists, artwork, thin lines, thick lines, straight, curved, wavy, zig-zag, consistency (thick, watery) draw

### National Curriculum Links

<https://www.fridakahlo.org/>

### Scissor Skills

Consolidate cutting skills.

## Year 3 Autumn term

I can use Matisse's works to inspire my collage piece.

### Substantive Knowledge

- I know who Henri Matisse is, and I am able to identify his work.
- I can talk about my artist.
- I know how to mix and match colours (create palettes to match images)
- I know how to lighten and darken tones using black and white to intensify my work

### Disciplinary Knowledge-

- I can use a range of stimulus for collage work, trying to think of more abstract ways of showing views
- I can begin to experiment with colour to create more abstract colour palettes (e.g. **primary colours** for buildings)
- I can include increased detail within work
- I can draw on a range of scales (**1;1 and 1;2**)
- I can experiment with **watercolour**, exploring intensity of colour to develop shades (tint and tone)
- I can explore complementary colours in creating patterns
- I can create work on a larger scale as a group

### Vocabulary

Artistic vocabulary, group collage, scales, stimulus, abstract, experiment, detail, intensity, shades, complimentary colours, tint, tone, shade

### National Curriculum Links

<https://www.henrimatisse.org/>

## Year 3 Spring term

I know how Stephanie Peters uses colour to produce abstract pieces related to nature

### Substantive Knowledge

- I know who Stephanie Peters is, and I am able to identify her work.
- I can talk about my artist.
- I know how to use a variety of tools and experiment with ways of marking with them
- I know how to use complementary colours in creating patterns

### Disciplinary Knowledge-

- I can draw using a variety of tools and surfaces (**water colour paint, chalk, pastel, pen and/or ink**)
- I can use **roller and ink printing**. Use simple block shapes formed by children (e.g polystyrene sheets)
- I can blend two colours when printing (**complementary colours**)
- I can use **roller & inks/paints/felt tips**, take prints from other objects (**leaves, corrugated card, imprinted polystyrene sheets**) to show texture and form repeated patterns, tessellations or overlays



### Vocabulary

Artistic vocabulary, tools, block shapes, blend, printing, complementary colours, prints, texture, repeated patterns, tessellations, overlays

### National Curriculum Links

<https://www.stephartist.com/>

## Year 3 Summer term

### How does Antoni Gaudi use sculpture and colour to reflect nature?

#### Substantive Knowledge

- I know who Antoni Gaudi is, and am able to identify his work.
- **I can talk about my artist**
- **I know some of the materials that can be used in sculptures**
- I know how tools and malleable materials can be used to create form and texture

#### Disciplinary Knowledge-

- I can develop confidence working with **clay** adding greater detail and texture using **tools**
- I can add **colour** once clay is dried (**acrylic paint**)
- I can investigate ways of joining clay - scratch and slip

### Vocabulary

Artistic vocabulary, detail, texture, investigate, scratch and slip, sculptures, forms, malleable

### National Curriculum Links

<https://www.theartstory.org/artist/gaudi-antoni/>

#### Scissor skills

From Y3 onwards- if a child has difficulty with any aspect of their scissor skills, monitor and refer to OT.

## Year 4 Autumn term

### How does Van Gogh use colour and line effectively?

#### Substantive Knowledge

- I know who Van Gogh is, and I am able to identify his work.
- **I can talk about my artist**
- I know some of the tertiary colour names.
- **I know some opposing colours**
- I know how to show effective use of line in my artwork

#### Disciplinary Knowledge-

- I can include increased detail within work
- **I can mix and match colours to create tertiary colours (Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet)**
- **I can begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)**
- **I can experiment with acrylic colour, exploring intensity of colour to develop shades**
- I can explore opposing colours (Red and green/ Blue and orange/ Yellow and purple/ Yellow-green/ red-purple/ Red-orange/ blue-green)
- **I can create work on a larger scale as a group**

### Vocabulary

Artistic vocabulary, tones, detail, tertiary colours, abstract, intensity, shaded, opposing colours

### National Curriculum Links

<https://www.vincentvangogh.org/>



## Year 4 Spring term

I know how Anthony Gormley reflects humans through use of sculpture.

### Substantive Knowledge

- I know who Anthony Gormley is, and am able to identify his work.
- **I can talk about my artist**
- I know some of the materials that can be used in sculptures
- **I know materials can be combined to create form and texture.**
- I how to add detail to my sculpture.

### Disciplinary Knowledge-

- **I can develop confidence working with clay** adding greater detail and texture using **tools**
- I can add **colour** once clay is dried (**oil paint**)
- I can investigate ways of joining clay - scratch and slip
- **I can use wire to create sculptures of human forms**
- I can create work on a larger scale as a group
- **I can introduce 'Modroc'**

### Vocabulary

Artistic vocabulary, detail, texture, investigate, scratch and slip, sculptures, human form

### National Curriculum Links

<https://www.antonygormley.com/>

## Year 4 Summer term

How does Heddah Sterne use lines to inform her artwork?

### Substantive Knowledge

- I know who Heddah Sterne is, and I am able to identify her work.
- **I can talk about my artist**
- I know how to include increased detail within work
- I know how to create tone and form in my drawings.
- I know that shadows create depth in a drawing

### Disciplinary Knowledge-

- **I can experiment with different tones using graded pencils (F, H, 2H, 3H, 4H, 5H, 6H, 7H, 8H, 9H)**
- **I can draw on a range of scales (1;3 and 1;4)**
- I can draw using a variety of tools and surfaces (**pencils, paint, chalk, pastel, pen or ink**)
- **I can develop shadows to create depth**
- I can trace **images** with thick, medium and thin lines.

### Vocabulary

Artistic vocabulary, tones, scales, shadows, trace, thick lines, medium lines, thin lines.

### National Curriculum Links

<https://www.theartstory.org/artist/sterne-hedda/>

### Scissor skills

From Y3 onwards- if a child has difficulty with any aspect of their scissor skills, monitor and refer to OT.

## Year 5 Autumn term

How does Georgia O'Keefe use perspective effectively?





**Substantive Knowledge**

- I know who Georgia O'Keefe is, and am able to identify her work.
- **I can talk about my artist**
- **I know how to create intensity in my artwork**
- I know how to use tools effectively

- I can build on previous work with colour by exploring intensity (using primary, secondary and/ or tertiary colours and different tones)
- **I can develop watercolour techniques**
- **I can explore mixing using limited colour palettes**
- **I can mark make with paint (dashes, blocks of colour, strokes, points)**
- I can develop fine brush strokes

**Vocabulary**

Abstract representations, foreground, background, exploring intensity, primary colour names, secondary colour names, tertiary colour names, tone, mixing, dashes, blocks of colour, strokes, points.

**National Curriculum Links**

<https://www.okeeffemuseum.org/about-georgia-okeeffe/>

**Year 5 Spring term**

**I know how important perspective is in the works of Henri Rosseau.**

**Substantive Knowledge**

- I know who Henri Rosseau is, and I am able to identify his work.
- **I can talk about my artist**
- I know the difference between foreground, background and middle ground
- **I know how to create sidestrokes using paintbrushes**

**Disciplinary Knowledge-**

- **I can investigate proportions**
- **I can introduce perspective, fore/back and middle ground**
- I can use a range of mediums on a range of backgrounds
- I can show total qualities using sidestrokes to draw/highlight detail
- I can discuss the first hand observations of Henri Rosseau

**Vocabulary**

First hand observations, viewpoints, abstract representations, proportions, perspective, foreground, background, middle ground, sidestrokes, detail

**National Curriculum Links**

<https://www.henrirousseau.org/>

**Year 5 Summer term**

**What impact does using different lines have for Friedensreich Hundertwasser?**

**Substantive Knowledge**

- I know who Friedensreich Hundertwasser is, and I am able to identify his work.
- **I can talk about my artist**
- I know how to apply perspective to my artwork

**Disciplinary Knowledge-**

- **I can use perspective**
- **I can build on previous work with colour by exploring intensity (using primary, secondary and/ or tertiary colours and different tones)**
- I can use first hand observations using different viewpoints, developing more abstract representations
- I can mark make with paint (dashes, blocks of colour, sidestrokes, points)



- I know some artistic/visual vocabulary when talking about own work and that of others
- **I know I can improve quality of art book with mixed media work and annotations**

- **I can develop fine hand strokes**

**Vocabulary**

Foreground, background, middle ground, intensity, primary colour names, tertiary colour names, first hand observations, viewpoints, abstract representations, dashes, blocks of colour, sidestrokes, points, strokes, detail.

**National Curriculum Links**

<https://www.hundertwasser.com/en/biography/biography>

**Scissor skills**

From Y3 onwards- if a child has difficulty with any aspect of their scissor skills, monitor and refer to OT.

**Year 6 Autumn term**

**I can work with print to replicate some of Banksy's most famous pieces.**

**Substantive Knowledge**

- I know Banksy is an anonymous artist, and I am able to identify his work.
- **I can talk about my artist**
- I know how to apply various styles of printing
- I know how to use and combining different styles and techniques
- **I know I can improve quality of art book with mixed media work and annotations**

**Disciplinary Knowledge-**

- **I can create polystyrene printing blocks to use with roller and ink/ paint or using thick cardboard**
- **I can explore Intaglio (copper etching) etched with sharp pencil point or subtractive Monoprinting**
- **I can design and create motifs to be turned into printing block images**
- I can investigate and design stencils

**Vocabulary**

Polystyrene printing, Subtractive Monoprinting, Intaglio, design, create, motif, block printing

**National Curriculum Links**

<https://www.bbc.co.uk/newsround/51504255>  
<https://www.banksy.co.uk/>

**Year 6 Spring term**

**I know how Georges Seurat used pointillism to create detailed paintings.**

**Substantive Knowledge**

**Disciplinary Knowledge-**

- **I create close together and far apart dots to create lighter and darker effects**



- I know who Georges Seurat is, and I am able to identify his work.
- **I can talk about my artist**
- I know that pointillism creates a colour illusion
- I know some of the tools that can be used to create pointillism in art works
- **I know I can improve quality of art book with mixed media work and annotations**

- I can identify the colour types I will use; primary, secondary, tertiary, opposing
- **I can use complementary colours to make my artwork more effective**
- **I can work on a smaller scale**
- I can use a range of tools to make my pointillism more effective

**Vocabulary**

First hand observations, viewpoints, abstract representations, perspective, foreground, middle ground, primary colour names, secondary colour names, tertiary colour names, opposing colour names, proportion, pointillism

**National Curriculum Links**

<https://www.theartstory.org/artist/seurat-georges/>

**Year 6 Summer term**

**I can create abstract pieces in the style of Alma Thomas.**

**Substantive Knowledge**

- I know who Alma Thomas is, and am able to identify her work.
- **I can talk about my artist**
- I know how to apply intensity to my artwork using colour
- I know how to apply intensity to my artwork using different brush strokes
- **I know I can improve quality of art book with mixed media work and annotations**

**Disciplinary Knowledge-**

- I can build on previous work with colour by exploring intensity (using primary, secondary and/ or tertiary colours and different tones)
- **I can use acrylic paint effectively**
- **I can explore mixing using limited colour palettes**
- **I can mark make with paint (dashes, blocks of colour, strokes, points)**
- I can develop fine brush strokes
- I can apply my knowledge of colour and technique to my artwork

**Vocabulary**

Exploring intensity, primary colour names, secondary colour names, tertiary colour names, explore mixing, dashes, strokes, points, blocks of colour

**National Curriculum Links**

<https://www.thoughtco.com/biography-of-alma-thomas-4774001>

**Scissor skills**

**From Y3 onwards- if a child has difficulty with any aspect of their scissor skills, monitor and refer to OT.**

General art website links

[artyfactory.com](http://artyfactory.com)

<https://thebigdraw.org/>

<https://theartteacher.net/2020/03/29/useful-websites-for-art-teachers/>

<https://theartyteacher.com/websites-every-art-teacher-should-know/>