



Preston Grange Primary School

Art Curriculum

Nursery Overview

Autumn 1	Select from a small range of resources on offer within a single activity. Make marks on a range of scales with a range of tools and grips. Explore Colour.
Autumn 2	Make marks with large tools using arms and shoulders. Make Marks on a range of scales with a range of tools and grips. Actively explore the properties of everyday materials through spontaneous. Make marks with a wide range of tools and grips.
Spring 1	Choose and locate resources they need to achieve a goal. Focus on marks as they are being created by a range of tools. Use mark making tools to make enclosed shapes
Spring 2	Choose the tools and materials they need to achieve their goal. Make continuous linear marks and other effects with hands and tools on a range of scales. Use mark making tools to make a range of enclosed shapes. Explore colour mixing
Summer 1	Comment on or answer questions about illustrations. Weave materials into frames. Create a range of marks with different tools and talk about their purposes. Make marks, including strings of symbols for others and ascribe meaning to them. Join materials in a range of ways to make things for a purpose. Use mark making tools with control to add detail to shapes.
Summer 2	Use mark making tools to make very simple representational drawings. Repeat the same mark making movement with control and ascribe meaning to marks.

Reception Overview

Autumn 1	<p>Use squashing techniques including rolling pins to achieve desired effects. Describe changes of state with 'cement' and clay and with ingredients when cooking. Draw familiar people from memory, with attention to detail.</p>
Autumn 2	<p>Use squashing techniques including rolling pins to achieve desired effects. Create new colours by mixing paints and narrating the effects. Create new colours using pastels and pencils by mixing Autumnal colours. Use natural materials to reproduce representations of people.</p>
Spring 1	<p>Weave, thread and tie. Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Draw familiar landmarks from memory.</p>
Spring 2	<p>Use fine mark-making tools to create texture and pattern in clay. Make considered choices to create mixed media or relief design in clay. Draw single or a sequence of images from the imagination to illustrate a story.</p>
Summer 1	<p>Control printing tools to create a desired effect. Make increasingly detailed observational drawings and paintings of natural found objects and living things. Print accurately with paint to achieve an effect and describe design choices.</p>
Summer 2	<p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Shape and mould wet sand and clay with hand tools to create particular effects.</p>



KS1 and KS2 Overview

Year	Unit 1	Unit 2	Unit 3
Year 1	Mark Making	Paint - Colour	Sculpture
Year 2	Drawing- Range of pencils	Painting- Powder paints- Texture	Print- polystyrene print
Year 3	Drawing- Chalk	Painting-Powder paint	Sculpture- Paper mâché
Year 4	Drawing- Oil pastels	Painting- Watercolour pencils and paint	Sculpture- Clay
Year 5	Drawing- Ink	Painting- Watercolours	Sculpture- Mod roc
Year 6	Mixed media	Painting- Ink Wash	Print- Lino



Knowledge Organisers

Year 1

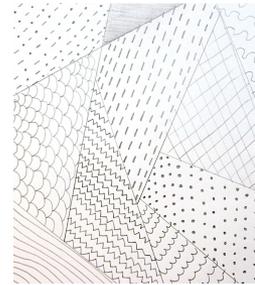
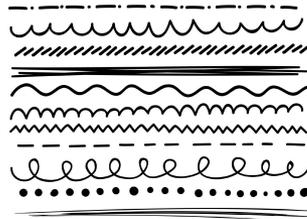
Year 1- Mark Making

Key Words

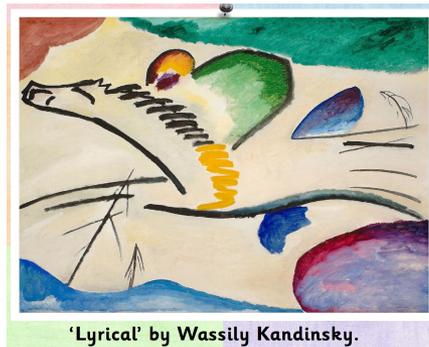
line	A mark joining one point to another.
pressure	How much force is used when making the mark.
pattern	A repeated mark or line.
load	To fill the bristles on a brush with paint.
texture	How the surface looks or feels
rubbing	Copying the texture of an object.
medium	Materials and tools used by an artist.

Key Processes

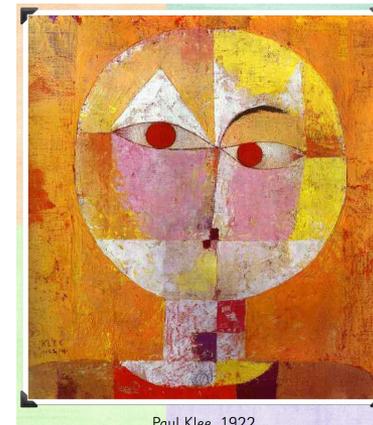
Drawing different kinds of line with pencils
Creating patterns with graded pencils
Loading a paint brush
Using sweeping brush strokes to create a range of marks
Create rubbings using a range of mediums
Recreate a famous work of art using taught techniques



Key Works



'Lyrical' by Wassily Kandinsky.



Paul Klee, 1922

Wassily
Kandinski

Paul Klee

Year 1- Paints- Colour

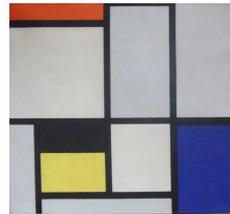
Key Words

colour	What our eyes see when light bounces off objects
primary colours	red, blue, yellow - colours that can't be made
secondary colours	A colour made by mixing two primary colours e.g. green, orange, purple
neutral colours	Colours that do not appear on the colour wheel e.g. white, black, brown, grey
warm colours	Colours that remind us of warmth, sunshine and being cosy e.g. yellow, red, orange
cool colours	Colours that remind us of fresh, calm, chilly things e.g. blue, green, purple
tints	where white is added to a colour to create a lighter version of the colour.
shades	where black is added to a colour to create a darker version of the colour.

Key Processes

Identity primary colours and recreate Piet Mondrian
Colour mixing with paints
Mix primary colours to make secondary colours
Recreate Mark Rothko
Mix tints: experiment and recreate Paul Klee
Mix shades: experiment and recreate Jackson Pollock
Learn about warm and cool colours: recreate Robert & Sonia Delaunay
Brush skills
Using paint to make a colour wheel

Key Works



Mondrian



Rothko



Paul Klee



Jackson Pollock



Prismes Électriques (1914)
by Sonia Delaunay

Sonia & Robert Delaunay



Key Words

sculpture	Art made in three dimensions: length, width and height.
3D	Has three dimensions. Is not flat.
sculptor	A person who makes 3D art (sculptures).
surface	The outside of an object.
texture	How the surface looks and feels.
kinetic	Relating to motion or movement.

Key Processes

Explain personal responses to pieces of art.
 Describe and discuss the sculptures of well-known artists.
 Combine 2D shapes to create a human form.
 Use pipe cleaners to create a poseable human form.
 Make sculptures using a range of materials.
 Create sculptures inspired by famous sculptors.



Key Works

Anthony Gormley



Henry Moore



Barbara Hepworth



Anish Kapoor



Alexander Calder



Dale Chihuly





Knowledge Organisers

Year 2

Key Words

shade
To darken or colour using pencil lines or a block of colour.

lines
A long, narrow mark.

Tone
Light and dark that can be seen in objects.

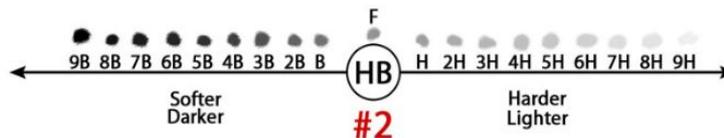
Light lines
Pressing lightly with a pencil.

Dark lines
Pressing firmly with a pencil.

Observe
Drawing what you can see.

Key Processes

- Experiment with a range of different pencils including HB, 2B etc.
- Drawing range of lines.
- Learning to shade to show light and dark
- Observational drawing.



Key Works



Sketches by L.S. Lowry

Year 2- Painting - powder paint - different textures

Key Words

Palette

A board where colors of paint are mixed so they are the right color for the painting.

Primary colours

Red, yellow, and blue.

Secondary colours

A color made by mixing 2 primary colors as green, orange and violet.

Texture

Appears or feels rough or smooth.

Blot

When you take an absorbent material to soak up or dry excess paint or water.

Shade

The color made by mixing a pure color with black.

Key Processes

- Research Van Gogh and his art work.
- Practise mixing powder paints to create different colours and different shades of colours. Practise mixing colours to match those in Van Gogh's artwork.
- Add different resources including sawdust and sand to experiment with textures.
- Recreate Van Gogh's sunflower painting.
- Use textured paints to create the desired effect in artwork.
- Use a range of brushes and tools to spread and apply the paint.

Key Works



Examples of Van Gogh's work to discuss his style and use of brush strokes.

The Starry Night

Sunflowers

Self portrait with Bandaged Ear

Key Words

Key Processes

Aboriginal

Inhabiting or existing in a land from the earliest times or from before the arrival of colonists.

- Research Aboriginal art and share a variety of art works.
- Sketch Aboriginal designs of animals using ideas taken from researched artwork.
- Look at examples of Aboriginal art printing.
- Practise using tools to make indentations in foil and experiment with paint for printing.
- Copy style of Aboriginal art onto foil.
- Print Aboriginal artwork using foil printing technique.

Printing

The process of making images that can be transferred onto other surfaces

Key Works



Aboriginal paintings.

Tools

Instruments used to make indentations in foil.



Pressure

The force applied when using a tool.



Damien Hirst- Veil Paintings inspired by aboriginal art.



Knowledge Organisers

Year 3

Year 3 Drawing (chalk)-

Key Words

chalk	Soft rock used for drawing.
blending	Mixing colours together to create graduations of colour.
smudge	To make a mark less neat by touching or rubbing it.
light	Brightness of colour.
shade	An area of darkness.
tint	Adding a colour to WHITE to create a lighter version of the colour.

Key Processes

- To create a picture/ scene using techniques such as blending and smudging.
- Give solid objects a sense of light and shade
<https://primaryschoolart.com/tag/year-3/> (F Kahlo watermelon)
- Use a visual journal/ sketchbook to support the development of a design over several stages.
- Draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency.

Key Works



Frida Kahlo
Watermelon Smile



Tonal shade
Produce a range of tones by varying the pressure and layering – consider using softer pencils for darker shades

Alternative shade techniques



Cross hatching



Hatching



Contour lines



Stippling



Scribble



Pattern

Year 3 - Painting (powder paint)

Key Words

primary colours

Red, blue, yellow - colours that can't be made

secondary colours

Green, orange, purple - made by mixing 2 primary colours

warm colours

Remind us of things like sun or fire

cool colours

Remind us of things like water or grass.

colour

There are 2 types - primary and secondary

tone

Lightness or darkness of something

thick

Using less water to create a stronger colour.

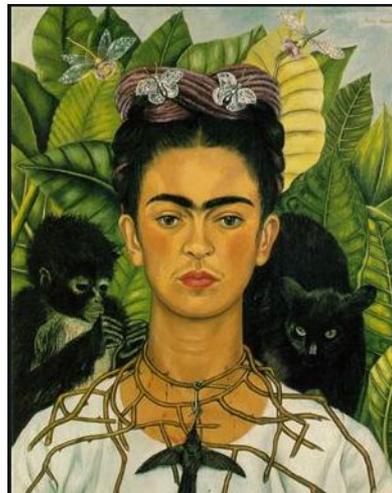
thin

Adding water to make the paint colour weaker.

Key Processes

- Add water and use this in a painting
- Use colour and select appropriate paint and brushes to represent things observed, remembered or imagined
- Introduce different types of brushes for specific purposes
- Mix and use primary and secondary colours with the addition of black and white and other hues
- Create a painting from designs and research to communicate an idea or emotion
- Colour mixing with powder paints.
- Mixing different thickness of paints to create different depth of colour
- Brush skills- using thick and thin brushes and the effect this has on the outcome.

Key Works



Frida Kahlo (1907-1954) portraits.

Key Words

Key Processes

artist

Someone who creates paintings or drawings

sculpture

A work of art that is produced by carving or shaping wood, clay, or other materials.

papier mâché

Composite material made with paper pieces, glue and water.



portrait

A work of art depicting another person. This can be in different media and realistic or abstract.

abstract

Art that doesn't attempt to look realistic but capture something using colour, line and form.

- Exploring sculptures.
- Sketching and designing sculpture.
- Construct a structure in linear or soft media before then covering the surface to make a form.
- Identify and assemble found materials to make a new form,
- Carefully covering with papier maché.
- Shaping papier mache to form desired shape.
- When the papier mache has set, paint to create desired effect.

Key Works



Mask of Tutankhamun - artist unknown.



Mask of Agamemnon- artist unknown



Barbara Hepworth - Mask

Head

Two faces



Knowledge Organisers

Year 4

Year 4 - Drawing - Oil Pastels

Key Words

Heavy pressure blending

Using pressure or force to intermingle two or more colours



Light pressure blending

Gently or lightly intermingling two or more colours



layering



Apply different colours on top of each other to create different textures or hues.

hatching



A series of fine parallel lines. Various colours and values can be applied one over the other as long as all the linear marks run in the same direction.

cross-hatching



The same linear mark-making as hatching except that each subsequent layer of pastel is done in a slightly different direction, producing a woven effect

feathering



Very similar to both hatching and cross-hatching with the major difference being that the linear marks are generally shorter

Key Processes

- Create a scrapbook page to explore, investigate and respond to oil pastel pictures
- Learn how to hold and apply oil pastels correctly
- Explore ways of blending colours
- Apply pastel in layers to create smooth graduated tones.
- Create an underpainting
- Different amounts of blending can help suggest different textures in your subjects.
- Explore the effect of using light on dark and dark on light colours.
- Create expressive marks by leaving them unblended, or applying them as hatched or cross-hatched lines.
- Use oil pastels as a resist before applying watercolour or ink wash. This is a good way of creating highlights
- Clean up edges with a background



Key Works



Mark Rothko-
Orange and Red



Edvard Munch-
The Scream



Degas-
Swaying Dancer

Year 4 - Painting - Watercolour, Pencils and Paint

Key Words

Saturation

The intensity and strength of a surface colour.

Blooming

To bleed colours into one another.



Scumbling

Used by many oil painters to create soft hues (what colour family it belongs to) of layered pigment and light.



Underdrawing

Preparatory drawing done before painting.

activate

The adding of water to create the paint effect.

water-soluble

Capable of being dissolved in water

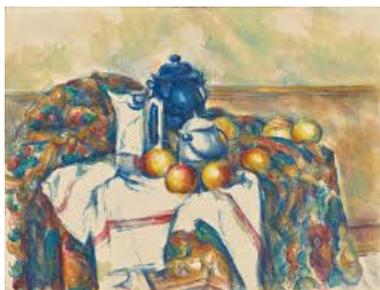
lifting

Removing colour from a particular part of the painting

Key Processes

Create a scrapbook page to explore, investigate and respond to watercolours

- Making a wash
- Blending on paper/Blending on the brush
- Explore wet vs dry
- manipulate the darkness and saturation of the pigment depending on how much water is added
- Use warm and cool colour using this when mixing paint to express a mood in a work
- Use layers to create dark and light
- Lift parts of paint off using different methods
- Add energy by splattering the paint
- Use the blooming technique to bleed colours
- Depict objects and materials with texture.
- Use tape to mask off areas to keep clean and white
- Use a 2H pencil for underdrawings
- Save the darkest darks for fine details



Cezanne-
Still Life



Oliver Jeffers-

Year 4 - Sculpture - Clay

Key Words

wedging	Knead the clay to push air bubbles out of the clay
sculpture	A model produced by molding and carving materials such as plaster and clay
score 	Small scratches are made on the surfaces of two pieces of clay that are going to be joined together.
slip 	A solution of clay and water mixed to a creamy consistency
smoothing 	Removing any scratches and tool marks
coiling 	The potter takes a pliable material (usually clay) then rolls it until it forms a long roll. Then, by placing one coil on top of another, different shapes can be formed
armature 	A framework around which the sculpture is built.

Key Processes

- Create a scrapbook page to explore, investigate and respond to clay sculpture
- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Experiment with shape and design of clay sculptures, adding clay pieces that must be moistened, scored or smoothed to ensure they do not fall off when dry.
- To take pieces of clay away from the sculpture using fingers and a variety of tools.
- To carve detail in clay sculpture using tools.

Key Works



Artist unknown-
Nefertiti



Betty
Woodman-
The Ming Sisters



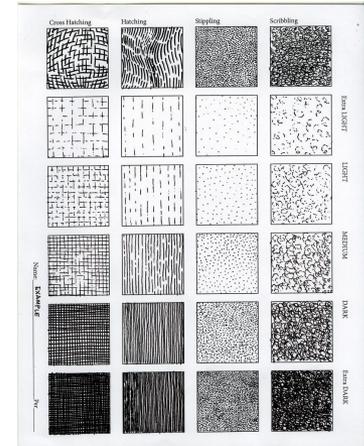
Knowledge Organisers

Year 5

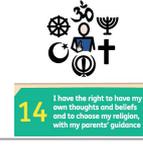
Year 5 - Drawing (Ink)

Key Words

Key Processes



Composition of scene
 Use of dip pens, pens of different thickness.
 Creating textures using pen and ink
 Wet paper vs dry paper
 Outlining with india ink and colouring later.
 Types of shading - hatching, cross hatching



detail

A small or minor part of something which adds to the whole piece.

negative space

The absence of ink. This can be used to create shapes or contrast with ink drawn shapes.

shading

How an artist represents light and dark on the page

values

How light or dark a colour is.

contrast

The difference between different values

hatching

A shading technique that involves drawing lines in the same direction.

cross-hatching

A shading technique that is just like hatching except you also add lines going in an opposite direction. This creates a darker, effect.

stippling

A shading technique that involves dots instead of lines. First "outline" your subject with dots. Then add more dots to the areas that should be darker.

Key Works

Work



Chris Riddell-
 Children's
 Laureate- Range
 of Illustrations



John Tenniel- Alice
 in Wonderland
 Illustrations



Edward Lear-
 Illustrations of
 Nonsense Poems

Year 5 - Sculptures Mod-roc

Key Words

Key Processes



modroc

Fabric containing plaster of paris which you wet then form around a frame. When it dries it sets hard.

Observing and drawing figures with correct proportion and thinking about position.
 Observational sketching of classmates paying attention to position.
 Gathering inspiration from an idea, emotion or character.
 Planning sculpture with sketches to decide on form.
 Using wire and modroc to create form.

frame

A wire frame is used to give the sculpture form.

Key Works

position

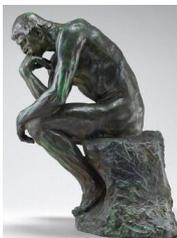
How a figure is placed.

Work

Rodin - The Thinker

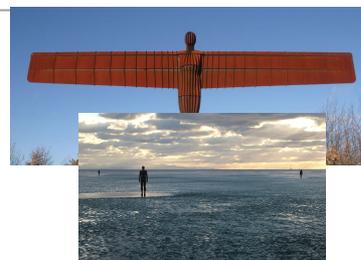
form

The shape of an object.



proportion

That each part is relative to the other parts.



Antony Gormley figures

sculpture

3D art. It is often made to resemble something and is often made of wood, clay or metal but can use any material.



Michelangelo's David

figure

A representation of a human or animal

Year 5 - Painting Watercolour

Key Words

Key Processes

underdrawing

A light sketch done before painting.

Sketching to create composition- use of grid and photo
Working from lighter shades to darker.
Using water colours to provide shade and detail.



31 I have a right to relax and play

landscape

A drawing or painting of natural scenery e.g. mountains, rivers or sea.

Focus on painting clouds- **Light:** The top part of clouds are lit by the sun and should be brighter than the rest of the cloud. You can also note where the light hits a specific spot to draw out light in that area. **Shadow:** Clouds have shadows, and the colors you use to portray them in relation to the sky color convey the weather conditions in the painting. **Size:** Clouds get smaller and less distinct the closer you get to the horizon. They lose their identity as separate shapes and begin to meld together. Use of colour and shades.



14 I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance

perspective

The illusion of space and depth in a 2D work of art.

background

The furthest part of a picture all other objects sit in front.

Key Works

foreground

The closest subjects of a painting



JMW Turner

horizon

The imaginary line where the sky meets the land



Winslow Homer

shade

Using darker colours to provide illusion of a lightsource e.g. the sun and provide depth to picture.



Knowledge Organisers

Year 6

Key Words

texture The surface quality of a work of art and how it feels.

media The substance that an artist use to make art.

mixed Media Using a variety of substances to create one piece of artwork.

techniques The method used to complete the art work, can be generic such as painting or more focus such as blending

contrast The difference between the elements of art in an artwork.

collage The arranging and combining of paper or other materials to create an image.

Key Processes

- Select appropriate media to achieve specific outcomes.
- Sketch quickly from an observation and and return to add detail.
- Use a variety of mixed media substances and materials to create a piece of artwork, such as creating a collage using string, newspaper and paper.

Key Works



Marcel Duchamp -
Conceptual Art in Mixed Media



Kurt Schwitters-
Merz Barn Wall (Hatton Gallery, Newcastle)

Year 6 Painting - Ink Wash

<u>Key Words</u>		<u>Key Processes</u>	
Ink Wash	Using ink pen and then smudging with water to create an effect	<ul style="list-style-type: none"> • Create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers. • Select from different methods to apply colour using a variety of tools and techniques to express mood or emotion. • Plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting. • Show the effect of light and colour, texture and tone on natural and manmade object. • Use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction. 	
tone	How dark or light a shape is		
medium	A medium refers to the materials that are used to create a work of art .		
style	The specific artistic character and dominant form trends noted in art movements.		
line	In terms of art, line is considered to be a moving dot .		
perspective	Perspective in art is what gives your work a 3D look rather than a flat painting or drawing.	<u>Key Works</u>	
composition	The ways in which various elements are arranged to form a whole.		
texture	What an object feels like, i.e. rough or smooth		
		<p>Edward Ardizzone - Illustrations</p>	
		<p>Huang Gongwang - Ink paintings</p>	

Year 6 Print - Lino

Key Words

Lino printing

Cutting a design into a linocut which will be used to print.

Carving

Carefully cutting out your design using linocut tools.

Brayer

A small roller used to spread printing ink evenly on a surface before printing.

Etching

A way of incising lines in a metal plate for printing.

Gouge

A tool for cutting and clearing areas from a block of wood or lino.

Aesthetic

The term 'aesthetics' is derived from the Greek word 'aesthesis' meaning perception.

Pattern

A pattern is a design in which lines, shapes, forms or colours are repeated.

Key Processes

- Create and plan out your design.
- Transfer your design onto your block of lino.
- Cut and carve your design out of the lino.
- Ink your lino ready to be printed.
- Print your lino cut on to paper or textiles.

Key Works



Andy Warhol -
Prints



Leopoldo Méndez -
Prints