

Griffin Park Art Curriculum

Golden Threads



Sketching



Painting



Printing



Collage










Sculpture











Knowledge









Evaluation

Nursery			
Thread	Knowledge	Skills	Vocabulary
	Know how to use paint to mark make through finger painting and other parts of their bodies.	Explore paint through finger painting, describing colours and textures.	Paint, paintbrush, pencil, colours, feelings, red, yellow, blue, green, black, white, brown, orange, pink, purple, draw, glue, scissors.
	Know the names of colours.	Be able to name red, yellow, blue, green, black, white, brown, orange, pink and purple.	
	Know how to explore and use playdough to create a sculpture.	Make simple models that express their ideas from playdough.	
	Know how objects can be used to make a simple print.	Create a simple print from objects that can be found in the classroom environment, both indoor and outdoor.	
	Know how materials can be joined together with either cello tape or glue.	Explore different materials, manipulating and playing with them and join them in different ways.	
	Know how a pencil can produce different marks on paper.	Begin to make marks intentionally to express ideas and feelings, sometimes giving meaning to the marks they make.	
	Know how to create closed shapes with continuous lines.	Develop their drawing and mark making so children can begin to use these shapes to represent objects.	
Learning links to enhance long term memory	Outdoor art Songs – colour names Shapes Fine motor	Assessment	ELG Expressive Arts and Design ELG Physical Development ELG Communication and Language

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
Reception- Marvellous marks			
Thread	Knowledge	Skills	Vocabulary
	Know how to mark make with wax crayons and explore textures in the classroom.	Investigate the marks and patterns made by different textures by taking wax rubbings.	Create, artist, chalk, look, thick, thin, collage, cut, clay, join, self-portrait, print, collage, felt tip, feelings, wax crayons, zig zag, wavy, rubbing, rough, smooth.
	Know how felt tips, chalk and pencils can be a tool for mark making and develop fine motor skills as they create patterns.	Explore mark making using felt tips, chalk and pencil, making marks outdoors and practising creating patterns in a new medium.	
	Know how to create a simple observational drawing using a pencil.	Create a self-portrait, both in pencil and in colour, by applying their observational skills, using mirrors to draw their faces carefully.	
	Know how to create natural paintbrushes using found objects.	Collect materials and objects from nature to make painting and printing tools to create abstract art.	
	Know how to respond to music through the medium of painting.	Use paint to record emotional response to different pieces of music, creating exciting and expressive paintings.	
	Know how to create collages using mixed media inspired by Megan Coyle.	Children develop an understanding of collage and create landscape collages inspired by the work of Megan Coyle.	
	Know how to explore and use clay, creating their own animal sculptures.	Look at the shapes and patterns in clay animal sculptures, designing their own and making a 3D clay sculpture.	
	Know how to show different emotions in their drawings and paintings.	Add detail to their drawings to show sadness and happiness with support from adults encouraging key features.	
Learning links to enhance long term memory	Outdoor art Bonfire Night Animals Fine motor Music	Assessment	ELG Expressive Arts and Design ELG Physical Development ELG Communication and Language

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Year 1 Autumn- Colour splash				
Thread	Unit	Knowledge	Skills	Vocabulary
1 	Colour Splash	Know the names of primary colours and start mixing primary colours to make secondary colours.	Naming the primary colours and exploring coloured materials to mix secondary colours.	Primary colours, secondary colours, mix, blend, shape, space, print, kaleidoscope, pattern, shade, hue.
2 	Colour Splash	Know how to mix primary colours to make secondary colours and choose a suitable brush for the marks.	Mix the primary colours to make secondary colours and use an appropriate brush size.	
3 	Colour Splash	Know how to create different colours when printing by overlapping layers with an object.	Use a range of colours when printing and apply paint consistently to achieve a print.	
4 	Colour Splash	Know how to mix two primary colours to make shades of a secondary colour.	Mix five different shades of a secondary colour and use a variety of patterns to decorate their hands.	
5 	Colour Splash	Know how to apply their painting skills when working in the style of Clarice Cliff.	Mix secondary colours with confidence to create a plate based on the style of an artist.	
6 	Colour Splash	Know how to describe and compare features of their own and other's artwork.	Describe and compare their finished plates with other children.	
Learning links to enhance long term memory	Maths – mixing colours on numbers inspired by Jasper Johns.		Assessment	What are the three primary colours? What is a secondary colour? Name the artist Clarice Cliff.

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Year 1 Spring- Exploring line and shape

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Exploring line and shape	Know how to create different types of lines.	Describe their lines and show control with the use of string and chalk lines.	Vertical, horizontal, diagonal, cross-hatch, optical art, 2D shape, 3D shape, shade, form, abstract, continuous, lightly, firmly, shadow, charcoal, oil pastel, texture, observe, mark-making.
2 	Exploring line and shape	Know how to explore line and mark making to draw water.	Experimenting with a range of mark-making techniques in response to music.	
3 	Exploring line and shape	Know how to draw with different media.	Produce a neat careful colouring featuring a range of different media and colours.	
4 	Exploring line and shape	Know how to experiment with different marks and use marks to show texture.	Apply a range of marks successfully to a drawing.	
5 	Exploring line and shape	Know how to use different drawing materials and mark-making to draw from observation.	Produce a drawing that displays observational skill, experimenting with a range of lines and marks.	
6 	Exploring line and shape	Know how to describe and compare features of their own and other's artwork.	Describe and compare their lines and the different tools they have used.	
Learning links to enhance long term memory	Music – listening and understanding a range of high-quality music Science – animals, including humans Maths – 2D and 3D shapes	Assessment	Are all lines straight? Can you draw a cross-hatched line? What word describes the different types of marks you can make in art?	







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Year 1 Summer- Paper play				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Paper Play	Know how to roll paper to make 3D structures.	Roll paper tubes and attach them to the base securely, show they are making choices about their sculpture.	Sculpture, 3D, loop, cylinder, overlap, spiral, carving, mosaic.
2 	Paper Play	Know how to shape paper to make a 3D drawing.	Shape the paper strips in a variety of ways, gluing and overlapping them effectively.	
3 	Paper Play	Know how to apply paper-shaping skills to make an imaginative sculpture.	Show they can apply skills in shaping paper to create a tree of life sculpture.	
4 	Paper Play	Know how to work collaboratively to plan and create a sculpture.	Work cooperatively and create different parts of a sculpture.	
5 	Paper Play	Know how to work collaboratively to plan and create a sculpture.	Secure parts of the sculpture together using different materials.	
6 	Paper Play	Know how to apply painting skills when working in 3D.	Painting with good technique, ensuring good coverage.	
Learning links to enhance long term memory	Science – seasons and animals		Assessment	How can you make a cylinder with paper? What do we call something that is not flat? Which artist created giant spider sculptures?







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Year 2 Autumn- Understanding tone and texture				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Drawing: Understanding tone and texture	To explore drawing techniques using a range of materials.	Draw three different types of lines with a range of materials. Chn can name the materials.	grip mark making materials refine shading sketch texture tone
2 	Drawing: Understanding tone and texture	To apply their own understanding of art materials learnt from Kathe Kollwitz or similar artists.	Show a range of work by the artist Kathe Kollwitz and allow chn to explore her style of work.	
3 	Drawing: Understanding tone and texture	To explore and describe texture through touch and rubbings.	Explore a range of materials and textures. Collect rubbings and cut/tear these to make an interesting layout.	
4 	Drawing: Understanding tone and texture	To develop tonal shading skills using control and pressure.	Introduce rules of shading and allow chn to experiment with a range of materials and grips.	
5 	Drawing: Understanding tone and texture	To develop an initial sketch for an observational drawing.	Make an initial light sketch and show chn how to refine the drawing by adding shading.	
6 	Drawing: Understanding tone and texture	To use tone and texture to create an observational drawing.	Chn select materials to add tone and texture to their drawings.	
Learning links to enhance long term memory	English – pleasure in reading and responding	Assessment	Show an example of stippling, scribbling and hatching. What is an illustrator? Identify a drawing using mark making for texture.	







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Year 2 Spring- Life in colour				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Life In Colour	Know what happens when two secondary colours are mixed together.	Naming primary and secondary colours and predicting what will happen when two colours mix.	Detail, surface, primary colours and secondary colours reinforced.
2 	Life In Colour	Know how texture can be created with paint.	Use different tools to recreate a texture and decide which tool works best.	
3 	Life In Colour	Know the work of collage artist Romare Bearden.	Identify different textures in a collaged artwork.	
4 	Life In Colour	Know the word collage and create their own texture and patterns.	Choose their own tools to create a specific texture and match colours effectively using knowledge.	
5 	Life In Colour	Know how to compose a collage, choosing and arranging materials for effect.	Use different arrangements of materials, overlapping shapes.	
6 	Life In Colour	Know how to evaluate and improve their artwork.	Describe their ideas for developing their collages and choose materials and tools once they've tried them.	
Learning links to enhance long term memory	Science – textures of found objects.		Assessment	What are the secondary colours? What word is used to describe how a surface feels? What is a collage and who is the artist you've studied?

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Year 2 Summer- Clay houses				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Clay Houses	Know how to use their hands as a tool to shape clay to make a smooth surface.	Flatten and smooth the clay, roll shapes successful and make a range of marks.	Smooth, pinch pot, thumb pot, ceramic, slip, sculptor, plaster, negative space, in relief, impressing.
2 	Clay Houses	Know how to shape a pinch pot and join clay shapes as decoration.	Make a basic pinch pot, joining one clay shape onto the side using the scoring and slipping technique.	
3 	Clay Houses	Know how to use impressing and joining techniques to decorate a clay tile.	Roll a smooth tile surface, joining clay shapes and making marks in the tile to create a pattern.	
4 	Clay Houses	Know how to use drawing to plan the features of a 3D model and label it clearly.	Draw a house design and identify how they plan to create the key features using clay.	
5 	Clay Houses	Know how to make a 3D clay tile from a drawn design.	Create a clay house tile that has recognisable features made by impressing objects and joining simple shapes.	
6 	Clay Houses	Know how to add paint to the clay tile and evaluate their tile.	Neatly paint the tile and evaluate it, noticing similarities and differences with others.	
Learning links to enhance long term memory	DT – using a range of tools and equipment for practical tasks		Assessment	To join clay, surfaces need to be what? What is slip? What is an artist called who works with clay?

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Year 3 Autumn- Ancient Egyptian scrolls				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Ancient Egyptian scrolls	To explore Ancient Egyptian art.	Explore art from Ancient Egypt that gives clues about what it was like to live at that time.	Ancient, audience, civilisation, colour, composition, convey, design, Egyptian, Fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine
2 	Ancient Egyptian scrolls	To apply design skills inspired by the style of an ancient civilisation.	Design a double page spread showing the information their scroll will convey and sketches of images, patterns and shapes.	
3 	Ancient Egyptian scrolls	To apply new understanding of ancient techniques to construct a new material.	Make their own version of papyrus paper, applying traditional techniques to make a new material	
4 	Ancient Egyptian scrolls	To apply drawing and painting skills in the style of an ancient civilisation.	Translate their design onto the handmade paper made last week. Add detail and colour.	
5 	Ancient Egyptian scrolls	To apply an understanding of Egyptian art to develop a contemporary response.	To design and plan a zine booklet. To construct their paper zine.	
6 	Ancient Egyptian scrolls	To apply an understanding of Egyptian art to develop a contemporary response.	To develop their ideas and translate their plan onto the zine they made last week. Add colour and detail.	
Learning links to enhance long term memory	History- Ancient Egypt Geography- Egypt and climates.		Assessment	Why is Ancient Egyptian art important? How do you record colours, patterns and shape through observational drawings? How can you produce a complete piece from a design idea?

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Year 3 Spring- Prehistoric painting

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Prehistoric Painting	Know the features that prehistoric paintings have in common and why they often painted animals.	Understand the process involved in creating prehistoric art and how it was made.	Prehistoric, proportion, scaled up, smudging, pigment, composition, negative image, positive image.
2 	Prehistoric Painting	Know how basic shapes within an animal drawing can help get the proportions of a drawing accurate.	Recognise the basic shapes within an animal drawing to get the proportions of the drawing accurate.	
3 	Prehistoric Painting	Know how to use scale to enlarge drawings in a different medium.	Create a large scale copy of a small sketch, using charcoal to recreate the style of cave artists.	
4 	Prehistoric Painting	Know how natural products produce pigments to make different colours.	Demonstrate a good understanding of colour mixing when using natural pigments.	
5 	Prehistoric Painting	Know how to apply a range of painting techniques and create a range of natural colours.	Experiment with paint to create natural colours and different textures to make a piece of art in a prehistoric style.	
6 	Prehistoric Painting	Know how to apply a range of painting skills when creating a collaborative piece of artwork.	Make positive and negative handprints in a range of colours, applying their knowledge of colour mixing.	
Learning links to enhance long term memory	History – change in Britain from Stone Age to Iron Age	Assessment	Identify negative and positive space in images. What colours would have been used in prehistoric time? What does the word pigment mean? What happens to a paint colour if you add more water?	

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Year 3 Summer- Abstract shape and space				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Abstract Shape & Space	Know how to join 2D shapes to make 3D structures.	Try out different ways to make card shapes three dimensional and that holds its shape.	Found objects, negative space, positive space.
2 	Abstract Shape & Space	Know the work of sculptor Sir Anthony Caro.	Record their learning about Sir Anthony Caro in their sketchbooks.	
3 	Abstract Shape & Space	Know how to join materials in different ways when working in 3D.	Combine shapes together to make a free-standing structure.	
4 	Abstract Shape & Space	Know how positive and negative space can achieve an abstract effect.	Identify positive and negative spaces in an image and draw these using shapes.	
5 	Abstract Shape & Space	Know how to apply what they have learned about abstract sculpture to construct their own artwork.	Show they have learned how to shape materials in more than one way, choosing appropriate methods for joining elements.	
6 	Abstract Shape & Space	Know how to evaluate and improve an artwork.	Improve their sculptures and make choices about what to add, working cooperatively in pairs to add detail.	
Learning links to enhance long term memory	Maths – properties of shapes 2D and 3D		Assessment	What does sculpture mean to you? An artist who produces 3D work, is called a what? Which British abstract sculptor have you studied? What is the space around an object called?

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Year 4 Autumn- Drawing: Exploring tone, texture and proportion				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Drawing: Exploring tone, texture and proportion	To draw using tone to create a 3D effect.	Choose a material and sketch simple shapes, adding shading to show light.	collage composition form highlight proportion shadow three-dimensional
2 	Drawing: Exploring tone, texture and proportion	To explore how combining lines and mark making can show texture and tone in drawings.	Look at artwork by Nicola McBride, Experiment creating different patterns to represent different textures and tones.	
3 	Drawing: Exploring tone, texture and proportion	To understand proportion by observing how it is used in artwork.	Experiment with proportion to make work look balanced and realistic or unbalanced and exaggerated.	
4 	Drawing: Exploring tone, texture and proportion	To understand what is effective composition in art.	Look at the artist Beatriz Milhazes. Make artwork using a selection of sweet wrappers.	
5 	Drawing: Exploring tone, texture and proportion	To apply an understanding of texture, tone and proportion in a drawing.	Lightly sketch the collage from last lesson, refining it to show texture and colour.	
6 	Drawing: Exploring tone, texture and proportion	To create a collaborative piece of art inspired by an artist.	Look at the artist Maryam Arslan. Work in groups to create a tasty breakfast plate using impasto.	
Learning links to enhance long term memory	D.T- Looking at packaging and how companies use bright colours to sell sweets.		Assessment	What does a pencil grade tell you? What is it called when drawn objects appear the right size in relation to each other? How do use the impasto technique to create textured effects?

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Year 4 Spring- Painting and mixed media: Light and dark

Year 4 Spring- Painting and mixed media: Light and dark				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Light & Dark	Know the work of Paul Cezanne, sharing their ideas about the painting.	Create annotated information about Paul Cezanne’s work in their sketchbooks.	Portrait, landscape, vivid, muted, formal, figurative, dabbing paint, stippling paint, pointillism.
2 	Light & Dark	Know how to mix tints and shades of a colour and investigate different ways of applying paint.	Describe the difference between a tint and a shade in painting, mixing tints and shades by adding black or white paint.	
3 	Light & Dark	Know how to use tints and shades to give a three-dimensional effect when painting.	Mix tints and shades of their original colour to make one side of their object appear dark and one side appear light.	
4 	Light & Dark	Know different painting techniques and recreate them when painting a simple 3D object.	Apply their experience with using tints and shades to paint their objects in 3D.	
5 	Light & Dark	Know how to use proportion and composition to plan a still-life painting.	Try different arrangements of objects and explain their composition before producing a clear sketch of them.	
6 	Light & Dark	Know how to apply knowledge of colour mixing and painting techniques to create a finished piece.	Show how light and dark can be used in a final painting and therefore show three dimensions.	
Learning links to enhance long term memory	Science – light/dark and formation of shadows		Assessment	Describe the difference between a tint and a shade. How do you mix tints and shades? How can colour show light and dark?

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Year 4 Summer- Mega materials				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Mega Materials	Know how to develop ideas for 3D work through drawing and visualisation in 2D based on the work of Magdalene Odundo.	Use an unfamiliar way of drawing and take risks in their work; creating simple 3D drawings and describe the shapes used.	Visualisation, hollow, quarry, pliers, typography, welding, weaving, mesh.
2 	Mega Materials	Know how to draw a simple design for a three-dimensional piece.	Draw a simple design, showing they have thought about how the shape could be cut from soap.	
3 	Mega Materials	Know how to use tools and hands to carve, model and refine a sculpture.	Transfer their drawn idea successfully to the soap carving, choosing tools independently.	
4 	Mega Materials	Know how shapes can be formed and joined in wire.	Successfully bending the wire to follow a simple template.	
5 	Mega Materials	Know how to display a sculpture effectively and compose photographs that present it.	Create a shadow sculpture and consider alternative ways to display it when photographing it.	
6 	Mega Materials	Know how to choose and join a variety of materials to make a sculpture.	Explore different ways to join materials for a 3D outcome and consider the placing of materials.	
Learning links to enhance long term memory	History – understand aspects of the history of the wider world		Assessment	What is the name of the ceramicist you've studied? Explain typography. What word describes the process of shaping material?

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Year 5 Autumn- Drawing: Depth, emotion and movement				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Drawing: Depth, emotion and movement	To apply an understanding of expressive and gestural lines to capture movement.	Practice using gestural mark making to show movement.	background composition depth focal point foreground main subject middle ground printing plate printmaking proportion
2 	Drawing: Depth, emotion and movement	To understand how lines and marks can communicate emotion.	Look at the artist Charlie Mackesy and experiment with felt tips sketching lines that convey memories.	
3 	Drawing: Depth, emotion and movement	To understand how artists use mark marking and shading to create depth.	Refine the key features of the foreground, middle ground and background of last week's memory sketch.	
4 	Drawing: Depth, emotion and movement	To apply an understanding of composition to plan a print.	Create a print from last week's drawing, using lines and marks to show different textures, patterns and shape.	
5 	Drawing: Depth, emotion and movement	To develop drawn ideas through printmaking.	Use lino and lino cutting tools to transfer drawn design to a printing block.	
6 	Drawing: Depth, emotion and movement	To explore how portraits can show expression and emotion and affect how we see the artwork.	Experiment with different tools to explore movement lines. Create a portrait using these techniques.	
Learning links to enhance long term memory	P.E- Look at techniques in a variety of sports. RSHE- Feelings and emotions.		Assessment	How do artists show emotion? How can colour or line convey emotion or movement? How do artists use tone to show depth in their work?

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Year 5 Spring- Painting and mixed media: Portraits







Year 5 Spring- Painting and mixed media: Portraits				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Portraits	Know how to draw a portrait using a continuous line and explore how a background can change the finished effect.	Vary the size, shape and placement of words and use a variety of materials and compositions for their drawing backgrounds.	Background, mixed-media, carbon paper, transfer, multimedia, justify, atmosphere.
2 	Portraits	Know how to combine materials for effect by developing drawings into finished prints, including monoprints.	Decide where to position the drawing on a background and create a successful print.	
3 	Portraits	Know how to identify the features of self-portraits and compare work by a range of artists.	Use secure vocabulary to talk about/compare portraits and identify key features.	
4 	Portraits	Know how to develop ideas towards an outcome by experimenting with materials and techniques, recording ideas in sketchbooks.	Explain their opinion of artwork and try something new when experimenting with adapting their photo portrait.	
5 	Portraits	Know how to apply knowledge and skills to create a mixed-media self-portrait.	Create a self-portrait that aims to represent something about them, showing consideration and clear choices about composition.	
6 	Portraits	Know how to describe the intention of the self-portrait and how the medium matches the idea.	Explain the effect on the viewer and be able to talk about the choices they have made throughout.	
Learning links to enhance long term memory	English – poetry and handwriting Computing – taking photographs		Assessment	What is a portrait? What does mixed-media mean? What can colour choices represent in a self-portrait?

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Year 5 Summer- Sculpture and 3D: Interactive installation				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Interactive Installation	Know the features of art installations and evaluate an installation piece of art.	Generate their own questions about the artwork and understand what installation art means.	Installation art, features, analyse, special effects, performance art, influence, revolution, elements, interactive.
2 	Interactive Installation	Know the installation work of artist Cai Gui-Qiang and investigate the effect of space and scale for creating 3D art.	Justify their opinions of installation artworks and evaluating their own work considering the space.	
3 	Interactive Installation	Know how to create an installation from everyday objects and try alternative solutions as they construct their artwork.	Consider more than one option when working on an installation piece and make choices about materials used and arrangements.	
4 	Interactive Installation	Know how to design an installation with a strong concept, considering the elements that affect the viewer.	Create an installation plan, model or space and be able to describe how it conveys a message/theme.	
5 	Interactive Installation	Know how art installations can be interactive and apply this to their own artwork.	Show they have considered options for how to display their installation the best.	
6 	Interactive Installation	Know how to present a final piece showing how the viewer will experience their installation.	Present information about their installation clearly in the chosen format, justifying choices made.	
Learning links to enhance long term memory		Assessment	What does interactive artwork involve? What is performance art? Name the Chinese artist who creates installations.	







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Year 6 Autumn- Drawing: Expressing ideas

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Drawing: Expressing ideas.	To explore how street artists use art to convey messages and provoke thought.	Draw a piece of street art conveying a message about an environmental theme. Sketch thumbnail ideas before doing a final, larger sketch.	depth graffiti horizon mural one point perspective proportion realism scale street art vanishing point
2 	Drawing: Expressing ideas.	To understand and apply one point perspective in a drawing inspired by street art.	Look at how perspective creates a sense of depth. Create a picture using one point perspective.	
3 	Drawing: Expressing ideas.	To understand and use scales and proportion effectively in drawings.	Look at the artist Sian Storey, explain how she scales up a sketch. Experiment scaling up a simple picture.	
4 	Drawing: Expressing ideas.	To design a street- art-inspired piece using a brief.	Create a mural design to convey an important message to the local community. Design a sketch with an outline plan.	
5 	Drawing: Expressing ideas.	To create a street- art-inspired piece that conveys a message using perspective, scale and proportion.	Use larger paper to scale up their design from last week, remembering perspective and proportion.	
6 	Drawing: Expressing ideas.	To evaluate creative work by exploring meaning and message.	Create a graffiti word, ensuring that it visually represents its meaning. Fill the words in with pictures and symbols as well as colour.	
Learning links to enhance long term memory	English- synonyms Year 5 art topic- drawing: depth, emotion and movement.		Assessment	What are key features of street art and murals? How do you apply one point perspective to work? How do you scale up a picture?







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Year 6 Spring- Painting and mixed media: Artist study

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Artist Study	Know how to analyse the elements of a painting.	Analyse the formal elements of the painting by David Hockney.	Meaning, narrative, interpret, inference, tableau, convey, thought-provoking, compose.
2 	Artist Study	Know how to analyse a painting to find the meaning behind it.	Understand and describe the narrative and start to create a narrative of their own using the elements from Paula Rego's painting.	
3 	Artist Study	Know how to apply interpretation skills to analyse and respond to an abstract painting.	Identify different elements and meanings of the abstract painting and reflect their own feelings in a piece of abstract art.	
4 	Artist Study	Know how art can tell stories or portray messages.	Contribute to discussions and choose their own message to convey through imagery, creating different composition ideas.	
5 	Artist Study	Know how to develop starting points for creative outcomes.	Select an artist that interest them and collate information in their sketchbooks to generate an idea for a final piece, using inspiration from their chosen artist.	
6 	Artist Study	Know how to use an understanding of painting techniques to make personal choices.	Produce a piece of work that demonstrates an ability to select tools and materials to create an intended effect and final composition.	
Learning links to enhance long term memory	English – oracy, justify answers and asking relevant questions	Assessment	What does it mean when artwork is described as using a narrative? Name the material used to make a piece of artwork. How can art convey a message? Name the painting techniques you've studied.	

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Year 6 Summer- Sculpture and 3D: Making memories

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Making Memories	Know how art can explore the concept of self, analysing the work of Yinka Shinobare, Judith Scott and Nicola Anthony.	Discuss the work of artists and identify common themes within different artworks, representing this in their sketchbooks.	Self-identity, attribute, assemblage, juxtaposition, embedded, representation, embedded.
2 	Making Memories	Know how to create a basic sculpture to express themselves using clay and other materials.	Create a sculpture using clay that shows an ability to express themselves and reflect on their creative decisions.	
3 	Making Memories	Know how to create a cardboard relief sculpture, taking inspiration from Louise Nevelson.	Draw a composition of shapes developed from their initial ideas and cut these accurately to create a 3D relief sculpture.	
4 	Making Memories	Know how to use creative experience to develop ideas and plan a sculpture.	Produce a clear sketchbook idea for a sculpture that includes written annotations.	
5 	Making Memories	Know how to apply an understanding of materials and techniques to work in 3D.	Successfully translate plans to a 3D sculpture, selecting and combining appropriate materials independently.	
6 	Making Memories	Know how to evaluate and refine artwork to achieve a chosen outcome.	Identify and make improvements to their work. Produce a complete sculpture and reflect on this.	
Learning links to enhance long term memory	RSHE – Transition for secondary school		Assessment	What is assemblage art? Which artist used black and gold in her large sculptures? What is the name given to 3D art that projects from a base?

Griffin Park Art Curriculum

ARTS Week		
Year Group	Focus & Concept	Skills
Year 1	Woven Wonders	Children will explore thread, learning how to weave and combine the techniques learnt in a woven piece of art.
Year 2	Map It Out	Children will make their own felt and abstract artwork using a familiar map as a stimulus.
Year 3	Ancient Egyptian Scrolls	Children will construct a new material and apply their drawing and painting skills in the style of ancient civilisation.
Year 4	Fabric of Nature	Children will develop patterns, learning how to create a repeating pattern and how this influences fabric design.
Year 5	Architecture	Children will explore the work of Friedensreich Hundertwasser and apply an understanding of architecture to design a building.
Year 6	Photo Opportunity	Children will apply their understanding of abstract art through photography and use this to recreate a famous painting.