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|  | **Mousehole School’s Art Curriculum** | | | | | |
|  | **SKIFFS – Reception and Years 1/2** | | | | | |
| **Year** | **Cycle A** | | | **Cycle B** | | |
| **Term** | **Autumn A** | **Spring A** | **Summer A** | **Autumn B** | **Spring B** | **Summer B** |
| **Enquiry question** | **Marvellous Marks** | **Paint my World** | **Creation Station** | **Make Your Mark** | **Colour Splash** | **Paper Play** |
| **Curriculum links** | **Drawing – Hans Holbein** | **Painting – Pablo Picasso** | **Sculpture**  **Huang Yong Ping** | **Drawing**  **Wasilly Kandinsky** | **Painting**  **Clarice Cliff** | **Sculpture and 3D**  **Louise Bourgeois** |
| **Outcome** | Children can mark make with a range of different materials. They can explore texture and pattern. Children are beginning to draw from observation. | Children can explore painting techniques through nature and music. They can express creativity, through mixed media, making collages and transient and art. | Children can explore clay and its properties. They can use a range of small tools (ELG) ad joining techniques and make their own 3D sculpture. | Children can use a range of different lines to represent sound. They can use colour to represent sound. Children can put their ideas together in a final piece inspired by the work Kandinsky. | Children can colour mix through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff. | Children can roll, concertina and overlap paper. They can apply these skills in creating 3D structures in the style of Louise Bourgeois. |
| **Sequence of learning** | I can explore the artwork of Hans Holbein and say what I see and like.  I can make marks and patterns with different textures.  I can make marks with felt tips.  I can make marks with chalk.  I can draw something by observing it.  **Composite Piece – I can create a self-portrait, using different textures, patterns and materials.** | I can explore the artwork of Picasso and say what I see and like.  I can explore texture and primary colours through finger painting.  I can create natural paint brushes to explore texture and pattern.  I can express emotions from music through painting.  I can layer textures and colours.  **Composite piece – I can paint a representation of myself in colour.** | I can explore the artwork of Huang Yong Ping and say what I see and like.  I can use tools to explore the properties of playdough and clay.  I can explore joining techniques with clay.  I can explore shape to create a 3D landscape using found objects.  I can create a design for my 3D sculpture.  **Composite piece – I can make a 3D sculpture using clay** | I can talk about who Kandisnky is and the artwork he created.  I can explore how to create different types of lines with different media.  I can draw lines and shapes with different media.  I can represent sounds as lines and shape.  I can represent sounds as colour.  **Composite piece - I can create abstract art** | I can talk about who Clarice Cliff is and the artwork she created.  I can investigate how to mix secondary colours.  I can apply knowledge of colour mixing when painting.  I can explore colour when printing.  I can experiment with paint mixing to make a range of secondary colours.  **Composite Piece -**  **I can create a painting in the style of Clarice Cliff** | I can talk about Louise Bourgeois and the artwork she created.  I can roll paper to make 3D structures.  I can apply paper-shaping skills to make an imaginative sculpture.  **Composite Piece –**  **I can work collaboratively to plan and create a sculpture in the style of Louise Bourgeois.** |
| **Vocabulary** | Pattern  Texture  Observe  Portrait | Natural  Emotions  Layer  Primary colours | Properties  3D  Sculpture  Joining | Abstract  Secondary colours  Shapes  Synaesthesia | Primary colours  Secondary colours  Mix  Pattern  Print  Hue | Sculptor  Cylinder  Three-dimensional  Concertina  Overlap  Structure |

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|  | **Mousehole School’s Art Curriculum** | | | | | |
|  | **LUGGERS – Years 3/4** | | | | | |
| **Year** | **Cycle A** | | | **Cycle B** | | |
| **Term** | **Autumn A** | **Spring A** | **Summer A** | **Autumn B** | **Spring B** | **Summer B** |
| **Enquiry question** | **Growing Artists** | **Prehistoric Art** | **Sculpture** | **Tell a story** | **Life in Colour** | **Clay houses** |
| **Curriculum links** | **Drawing – Georgia O’Keefe** | **Painting** | **Sculpture**  **Alberto Giacometti** | **Drawing - charcoal**  **Denzil Forrester** | **Painting**  **and mixed media**  **Romare Bearden** | **Sculpture**  **Ranti Bam** |
| **Outcome** | Children can use shapes, shading and texture in their drawing. They can show a sense of light and dark using different tools. Children can express their ideas in abstract art. | Children know about how and why art was created thousands of years ago. They can make homemade paints from natural materials and replicating painting techniques from the past. | Children will learn to create 3D structures and sculptures in the style of Giacometti. Children will understand the difference between 2D and 3D art. | Children can show texture through different mediums. They can quick-sketch ideas and develop expression in characters through observation and use of tone and texture. | Children can choose primary colours to mix to make a chosen colour. They can use tools to create texture in their compositions. | Children can use joining techniques of pinching, score and slip. The can make impression and decorative features on a finished tile. |
| **Sequence of learning** | I can talk about the artwork of Georgia O’Keefe.  I can recognise how artists use shape in drawing.  I can create tone in drawing and shading  I can explore how texture can be created and used.  I can apply observational drawing skills to create detailed studies.  **Composite Piece:**  I can explore composition and scale to create abstract drawings | I can apply an understanding of prehistoric man-made art.  I can understand and use scale to enlarge drawings in a different media  I can explore how natural products produce pigments to make different colours  I can select and apply a range of painting techniques  **Composite Piece:**  I can apply painting skills when creating a collaborative artwork | I can talk about the artwork of Giacometti and the sculptures he created.  I can experiment with 3D drawing techniques: cross hatching and stippling.  I can elongate and join 2 parts of foil together successfully.  **Composite Piece:**  I can create a 3D structure in the style of Giacometti  I can evaluate my artwork | I can talk about Denzil Forrester and the artwork he created.  I can use a range of mark-making techniques.  I can create texture by drawing how an object feels.  I can create an observational drawing with texture.  I can use quick sketching to develop a character with expression.  **Composite Piece:**  I can develop illustrations in my own style to tell a story. | I can talk about Romare Bearden and the artwork he created.  I can use my knowledge of primary colours to colour-mix.  I can create texture with paint.  I can use paint to explore texture and pattern with different tools.  I can collage, choosing and arranging materials for an effect.  **Composite Piece**:  I can create my own composition influenced by Romare Bearden. | I can talk about Ranti Bam and the artwork she created.  I can use my hands to shape clay.  I can use score, slip and smooth to join clay pieces.  I can make impressions in clay.  I can sketch a plan for my clay tile.  **Composite Piece**:  I can use shaping and joining techniques to make a 3D tile. |
| **Vocabulary** | abstract  composition  line  hatching  feathering | composition  pigment  proportion  blending  texture | sculptor  cross-hatching  bronze  elongated  stippling  3D | sketch  outline  texture  techniques  tone | primary  secondary  texture  pattern  materials  detail | score  slip  smooth  flatten  ceramic  impression |

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|  | **Mousehole School’s Art Curriculum** | | | | | |
|  | **SCHOONERS – Y5/6** | | | | | |
| **Year** | **Cycle A** | | | **Cycle B** | | |
| **Term** | **Autumn A** | **Spring A** | **Summer A** | **Autumn B** | **Spring B** | **Summer B** |
| **Enquiry question** | **Space Imagery** | **Abstract Shape** | **Architecture** | **Portraits** | **Make My Voice Heard** | **Photo opportunity** |
| **Curriculum links** | **Drawing:**  Devin Elle Kurtz | **Sculpture and 3D:**  Barbara Hepworth | **Craft and Design: Print Making**  Friedensreich Hundertwasser and Zaha Hadid | **Painting and mixed media:**  Andy Warhol | **Drawing - Symbolism**  Banksy | **Craft and Design:**  Derrick O. Boateng and Shannon Moran |
| **Outcome** | Children can talk about their opinions of artwork. They can explore materials and different drawing processes. Children can select elements of their drawings to use as inspiration for collagraphing. | Children talk about the work of Barbara Hepworth. They can sketch ideas in 2D and 3D and use a range of tools to carve and shape materials. Children can develop an idea for a 3D sculpture. | Children know that architects are both creative and analytical – they create and design logically. Children can use refined, technical drawing skills and printing to express ideas. | Children can talk about the purpose of portraits throughout history. They can develop ideas, drawing from mixed media experiences. Children can create a composite piece applying painting and mixed media. | Children can express themselves through symbols, patterns and colours. They can create their own symbolic artwork inspired by Banksy. | Children can take considered photographs. They can frame and re-frame to get the best image. Children can edit their photographs for a desired effect using colour saturation tools. They can create their own piece, inspired by another photographer. |
| **Sequence of learning** | I can discuss the artwork of Devin Elle Kurtz and explore the purpose and effect of imagery.  I can use different materials and tools to explore tone, shape, line and texture.  I can develop drawn ideas using a collagraph printing plate.  I can apply printing ink evenly and with even pressure.  **Composite Piece:**  I can reflect and revisit drawing processes to create a vision of the future that shows texture, tone, shape and line techniques. | I can explore the artwork of Barbara Hepworth.  I can develop ideas for 3D work through drawing and visualisation in 2D.  I can practice carving and shaping technique to create a desired effect.  I can explore and design soap sculptures, annotating my ideas through my sketchbook.  **Composite Piece**:  I can use tools and my hands to carve a 3D sculpture in the style of Barbara Hepworth  I can evaluate my artwork | I can discuss who Friedensreich Hundertwasser was and explore his architecture.  I can use observational drawing to interpret forms accurately.  I can apply composition skills to develop a drawing into a print.  I can extend design ideas by gathering ideas from research.  **Composite Piece:**  I can create artwork using printing from a selected aspect of an observational drawing.  I can evaluate my artwork | I can discuss the artwork of Andy Warhol and compare this with portrait artists through key historical periods.  I can explore developmental drawings.  I can combine materials, including photography, for effect.  I can explore features of self-portraits and how they might represent the artist.  **Composite Piece:**  I can apply mixed media techniques to my painting, inspired by Andy Warhol. | I can discuss who Banksy is and the symbolic artwork he is known for.  I can generate a range of symbols, patterns and colours that represent me.  I can discuss the effect of light and dark on an object and consider how to draw it using the effect of Chiaroscuro.  I can apply drawing techniques for visual impact and effect including symbols, patterns, lines and shapes.  **Composite Piece**  I can create my own symbolic artwork inspired by Banksy  I can evaluate my artwork | I can discuss and compare the artwork of Derrick O. Boateng and Shannon Moran.  I can frame a photograph by exploring a range of close-up shots (macrophotography).  I can explore monochrome and colour saturation techniques of editing.  I can explore composition by using props to recreate a famous painting.  **Composite Piece:**  I can create my own composition inspired by Boateng or Shannon Moran. |
| **Vocabulary** | collagraph  imagery  printing  printing plate  retro futurism | carve  form  3D  sculpture  abstract | architecture  observational  form  technical  print | continuous line  portrait  mixed media  developmental  photomontage  composition | Banksy  chiaroscuro  street art  symbolic  expressive | framing  macrophotography  monochrome  saturation |