

Mousehole School's Art Curriculum – Learning Sequence

Class	EYFS Dinghy Class		
Term	Autumn	Spring	Summer
Enquiry Question	Marvellous Marks	Paint My World	Creation Station
Curriculum Links	Drawing Frida Kahlo	Painting Pablo Picasso	Sculpture Huang Yong Ping
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 art.	Children can explore clay and its properties. They can use a range of small tools (ELG) and joining techniques and make their own 3D sculpture.
Sequence of learning	<p>I can explore the artwork of Frida Kahlo and say what I see and like.</p> <p>I can make marks and patterns with different textures.</p> <p>I can make marks with felt tips.</p> <p>I can make marks with chalk.</p> <p>I can draw something by observing it.</p> <p>Composite Piece</p> <p>I can create a self-portrait, using different textures, patterns and materials.</p>	<p>I can explore the artwork of Picasso and say what I see and like.</p> <p>I can explore texture and primary colours through finger painting.</p> <p>I can create natural paint brushes to explore texture and pattern.</p> <p>I can express emotions from music through painting.</p> <p>I can layer textures and colours.</p> <p>Composite piece</p> <p>I can paint a representation of myself in colour.</p>	<p>I can explore the artwork of Huang Yong Ping and say what I see and like.</p> <p>I can use tools to explore the properties of playdough and clay.</p> <p>I can explore joining techniques with clay.</p> <p>I can explore shape to create a 3D landscape using found objects.</p> <p>I can create a design for my 3D sculpture.</p> <p>Composite piece</p> <p>I can make a 3D sculpture using clay</p>

Mousehole School's Art Curriculum – Learning Sequence

Class	Years 1 and 2 Skiff Class					
Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Enquiry question	Make Your Mark	Colour Splash	Paper Play	Tell a story	Life in Colour	Clay houses
Curriculum links	Drawing Kandinsky	Painting Clarice Cliff	Sculpture and 3D Louise Bourgeois	Drawing - charcoal Denzil Forrester	Painting and mixed media Romare Bearden	Sculpture Ranti Bam
Outcome	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.	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. They can make impression and decorative features on a finished tile.
Sequence of learning	<p>I can talk about who Kandinsky is and the artwork he created.</p> <p>I can explore how to create different types of lines with different media.</p> <p>I can draw lines and shapes with different media.</p> <p>I can represent sounds as lines and shape.</p> <p>I can represent sounds as colour.</p> <p>Composite piece</p> <p>I can create abstract art inspired by Kandinsky</p>	<p>I can talk about who Clarice Cliff is and the artwork she created.</p> <p>I can investigate how to mix secondary colours.</p> <p>I can apply knowledge of colour mixing when painting.</p> <p>I can explore colour when printing.</p> <p>I can experiment with paint mixing to make a range of secondary colours.</p> <p>Composite Piece</p> <p>I can create a painting in the style of Clarice Cliff</p>	<p>I can talk about Louise Bourgeois and the artwork she created.</p> <p>I can roll paper to make 3D structures.</p> <p>I can apply paper-shaping skills to make an imaginative sculpture.</p> <p>Composite Piece</p> <p>I can work collaboratively to plan and create a sculpture in the style of Louise Bourgeois.</p>	<p>I can talk about Denzil Forrester and the artwork he created.</p> <p>I can use a range of mark-making techniques.</p> <p>I can create texture by drawing how an object feels.</p> <p>I can create an observational drawing with texture.</p> <p>I can use quick sketching to develop a character with expression.</p>	<p>I can talk about Romare Bearden and the artwork he created.</p> <p>I can use my knowledge of primary colours to colour-mix.</p> <p>I can create texture with paint.</p> <p>I can use paint to explore texture and pattern with different tools.</p> <p>I can collage, choosing and arranging</p>	<p>I can talk about Ranti Bam and the artwork she created.</p> <p>I can use my hands to shape clay.</p> <p>I can use score, slip and smooth to join clay pieces.</p> <p>I can make impressions in clay.</p> <p>I can sketch a plan for my clay tile.</p> <p>Composite Piece:</p> <p>I can use shaping and joining techniques to make a 3D tile.</p>

Mousehole School's Art Curriculum – Learning Sequence

				<p>Composite Piece: I can develop illustrations in my own style to tell a story.</p>	<p>materials for an effect.</p> <p>Composite Piece: I can create my own composition influenced by Romare Bearden.</p>	
Vocabulary	<p>abstract Secondary colours shapes synaesthesia</p>	<p>primary colours secondary colours mix pattern Print Hue</p>	<p>sculptor cylinder three-dimensional concertina overlap structure</p>	<p>sketch outline texture techniques tone</p>	<p>primary secondary texture pattern materials detail</p>	<p>score slip smooth flatten ceramic impression</p>

Mousehole School's Art Curriculum – Learning Sequence

	Years 3 and 4 Luggar Class					
Year	Cycle A			Cycle B		
Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Enquiry Question	Growing Artists	Prehistoric Art	Abstract Shape	Make My Voice Heard	Artist Study	Architecture
Curriculum links	Drawing: Georgia O'Keefe	Painting	Sculpture Alberto Giacometti	Drawing – Symbolism Banksy	Painting and Mixed Media David Hockney	Craft and Design: Print Making Friedensreich Hundertwasser and Zaha Hadid
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 in the style of Giacometti. Children will understand the difference between 2D and 3D art.	Children can express themselves through symbols, patterns and colours. They can create their own symbolic artwork inspired by Banksy.	Children can suggest meaning behind a picture, identifying features that support this. They use their own experiences to justify ideas. Children can create their own artwork based on personal experiences.	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.
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	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 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.	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 discuss the artwork of David Hockney giving my opinions and asking questions about meaning. I can use colour and brush strokes to create an element of a tableau that conveys mood. I can turn memories into	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.

Mousehole School's Art Curriculum – Learning Sequence

	skills to create detailed studies. Composite Piece: I can explore composition and scale to create abstract drawings.	I can select and apply a range of painting techniques. Composite Piece: I can apply painting skills when creating a collaborative artwork.	Composite Piece: I can create a 3D structure in the style of Giacometti.	I can apply drawing techniques for visual impact and effect including symbols, patterns, lines and shapes. Composite Piece: I can create my own painting to represent my personal experiences.	artwork planning artwork based on personal experiences. I can evaluate my artwork and the skills I used. Composite Piece: I can create my own painting to represent my personal experiences.	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.
Vocabulary	abstract composition line hatching feathering	composition pigment proportion blending texture	sculptor cross-hatching bronze elongated stippling 3D	Banksy chiaroscuro street art symbolic expressive	tableau interpret composition brush strokes mood	architecture observational form technical print

	Years 5 and 6 Schooner Class	
Year	Cycle A	Cycle B

Mousehole School's Art Curriculum – Learning Sequence

Term	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer b
Enquiry question	Space Imagery	Power Prints	Sculpture and 3D	Portraits	Light and Dark	Photo Opportunity
Curriculum links	Drawing: Devin Elle Kurtz	Drawing: Georges Seurat	Sculpture and 3D: Barbara Hepworth	Painting and Mixed Media: Holbein	Painting: Paul Cezanne	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 can develop drawing techniques by using a range of drawing tools. They can apply observation skills to recreate light and dark tones.	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 can talk about the purpose of portraits through history. They can develop ideas, drawing from mixed media experiences. Children can create a composite piece applying painting and mixed media.	Children can talk about the figurative artwork of Cezanne. They can explore with tint and shade to create different effects such as contrast and depth in their paintings.	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 explore the drawings of Georges Seurat and talk about how he created dimension. I can explore different gradients of pencil to create dimension. I can look for light and dark in an object and use charcoal to recreate the tones. I can consider proportion in a composition.	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	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.	I can explore the artwork of Paul Cezanne. I can mix white with colours to create tints and black with colours to create shade. I can use tints and shades to give a 3D effect when painting. I can use paint to create different	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

Mousehole School's Art Curriculum – Learning Sequence

	<p>I can apply printing ink evenly and with even pressure.</p> <p>Composite Piece: I can reflect and revisit drawing processes to create a vision of the future that shows texture, tone, shape and line techniques.</p>	<p>I can use explore and use shading techniques to create patterns and contrast.</p> <p>Composite Piece: I can develop drawings into prints.</p>	<p>through my sketchbook.</p> <p>Composite Piece: I can use tools and my hands to carve a 3D sculpture in the style of Barbara Hepworth.</p>	<p>Composite Piece: I can apply mixed media techniques to my painting, inspired by Andy Warhol</p>	<p>effects and use tools to explore this.</p> <p>Composite Piece: I can apply knowledge of colour mixing to create a composition inspired by Cezanne.</p>	<p>techniques of editing.</p> <p>I can explore composition by using props to recreate a famous painting.</p> <p>Composite Piece: I can create my own composition inspired by Boateng or Shannon Moran.</p>
Vocabulary	<p>collagraph imagery printing printing plate retro futurism</p>	<p>gradient dimension tone charcoal proportion contrast</p>	<p>carve form 3D sculpture abstract</p>	<p>continuous line portrait mixed media developmental photomontage composition</p>	<p>tint shade pigment figurative landscape muted vibrant</p>	<p>framing macrophotography monochrome saturation</p>