

Castle View Primary School Art Curriculum

Year 1 – Drawing



Prior learning: To use a range of drawing tools e.g., pens, pencils, chalk; To draw on different surfaces; To choose/ select own art drawing resources; To look after art resources in the provision e.g. sharpening pencils; To work using own imagination and interests/ ideas; To know a variety of artists; To know what an artist is; To articulate what they have learnt/ created.

National Curriculum Objectives:

To use a range of materials creatively to design and make products.

To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Unit Objectives:

Drawing

To know and explore different drawing tools.

To experiment drawing lines of different thicknesses.

To develop their own ability to use and apply the formal elements of line and shape with some control when drawing.

To understand and explore the concept of light and dark, learning how to create both values.

Reflection & Sketchbook

To investigate different works of art (artists) and highlight what they like about the artwork.

To look at their work and the work of others and discuss what they can see.

To begin to make simple annotations on their work.

Assessment Questions:

Can you show me two different drawing tools?

Can you draw a thick and then a thin line?

Which shapes can you draw with straight lines? Which need curved lines?

Can you colour one side of your paper light and the other side dark? What did you do to make it look darker?

Can you describe what you can see and like in the work of another artist?

Can you describe what you can see and like about your work and your friends?

Can you show me where you have made annotations in your sketchbook?

Key vocabulary:

drawing, tools, charcoal, pencil, crayon, chalk, felt tips, pen, line, shape, straight, curved, thick, thin, light, dark, annotate, sketchbook.

Key artists:

Andy Goldsworthy, Lowry, Barbara James, Hans Holbein, Yulia Brodskaya, Joan Miro, Wassily Kandinsky

Castle View Primary School Art Curriculum

Year 1 – Painting



Prior learning: To use a range of painting tools e.g. sponges, brushes; To paint on different surfaces; To know a range of different types of paints – watercolour, poster paint; To know that when colours are mixed they create new colours; To know how to hold a paintbrush, To know how to put on a painting apron ; To choose/ select own art drawing resources; To look after art resources in the provision e.g., sharpening pencils.

National Curriculum Objectives:

To use a range of materials creatively to design and make products
To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Assessment Questions:

Can you show me or name some paints you've used before?
Can you name some different types of surfaces you can paint on?
Can you name the primary colours?
How do you make a colour lighter? What do you need to do before mixing a new colour?
How do you make a colour darker?
Can you describe what you can see and like in the work of another artist?
Can you describe what you can see and like about your work and your friends?
Can you show me where you made annotations in your sketchbook?

Key Unit Objectives:

Painting

To know and explore different types of paint.
To know different types of painting surfaces and experiment on these e.g. paper, card, fabrics.
To name the primary colours and begin to discover secondary colours.
To develop skills in measuring and mixing paint, blending colours in palettes.
To explore the concept of light and dark, learning how to create both values.

Reflection & Sketchbook

To investigate different works of art (artists) and highlight what they like about the artwork.
To look at their work and the work of others and discuss what they can see
To begin to make simple annotations on their work.

Key vocabulary:

painting, paint, brush, palette, primary colours- red, yellow, blue, acrylic, water colour, light, dark, mix, surface, paper, card, fabric, annotate, sketchbook.

Key artists:

Andy Goldsworthy, Lowry, Barbara James, Hans Holbein, Yulia Brodskaya, Joan Miro, Wassily Kandinsky

Castle View Primary School Art Curriculum

Year 1 – Collage



Prior learning: To tear/ rip different materials; To layer materials using different fixing techniques e.g. PVA glue and tape; To choose/ select own art drawing resources; To work using own imagination and interests/ ideas.

National Curriculum Objectives:

To use a range of materials creatively to design and make products

To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Unit Objectives:

Collage

To understand that collage is the art of using elements of paper to make images.

To sort, collect and gather materials.

To create artwork from a variety of different media e.g., photocopies, fabric, crepe paper.

To cut, fold, crumple, and tear materials to create images.

To know and experiment with different ways of securing materials.

Reflection & Sketchbook

To investigate different works of art (artists) and highlight what they like about the artwork.

To look at their work and the work of others and discuss what they can see

To begin to make simple annotations on their work.

Assessment Questions:

What is a collage?

Which materials did you use for your collage? Why?

Can you show me how to cut, fold, crumple, and tear pieces of paper?

What did you use to stick your materials down? Which one worked best?

Can you describe what you can see and like in the work of another artist?

Can you describe what you can see and like about your work and your friends?

Can you show me where you made annotations in your sketchbook?

Key vocabulary:

collage, material, texture, paper, fabric, cut, tear, fold, crumple, stick, glue, tape, sort, collect, secure, group, images, annotate, sketchbook.

Key artists:

Andy Goldsworthy, Lowry, Barbara James, Hans Holbein, Yulia Brodskaya, Joan Miro, Wassily Kandinsky

Castle View Primary School Art Curriculum

Year 2 – Drawing



Prior learning: To know and explore different drawing tools; To experiment drawing lines of different thicknesses; To develop their own ability to use and apply the formal elements of line and shape with some control when drawing; To understand and explore the concept of light and dark, learning how to create both values.

National Curriculum Objectives:

To use a range of materials creatively to design and make products

To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Unit Objectives:

Drawing

To show greater skills and control when using the formal elements to draw e.g. using simple lines and geometric shapes to create forms.

To know and explore controlling the pressure of drawing materials to create lighter and darker tones and marks.

To explore shading, shading areas without spaces or gaps.

To learn to use different pencils correctly.

Reflection & Sketchbook

To verbally describe their thoughts, ideas and intentions confidently.

To discuss how they could improve their work.

To begin to make simple annotations on their work for improvement.

Assessment Questions:

What shapes and lines did you use in your drawings?

How did you create lighter and darker tones with your pencil?

Can you show me where you have used shading?

Can you tell me about different sketching pencils?

Can you discuss your thoughts and ideas around a piece of artwork you have created?

Can you tell me what you might change about your artwork?

Key vocabulary:

line, shape, form, control, pressure, light, dark, tone, shading, observation, pencils, materials, marks, hard, soft, sketch, annotate, thoughts, ideas.

Key artists:

Giacomo Balla, Leuigi Russolo, William Morris, Julie Perrot

Castle View Primary School Art Curriculum

Year 2 – Painting



Prior learning: To know and explore different types of paint; To know different types of painting surfaces and experiment on these e.g. paper, card, fabrics; To name the primary colours and begin to discover secondary colours; To develop skills in measuring and mixing paint, blending colours in palettes; To explore the concept of light and dark, learning how to create both values.

National Curriculum Objectives:

To use a range of materials creatively to design and make products
To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Assessment Questions:

Can you name these painting tools? (show different tools)
Why do we use a palette when painting?
Can you tell me what paints you mix to create the secondary colours?
Can you name different methods of applying paint?
Can you discuss your thoughts and ideas around a piece of artwork you have created?
Can you tell me what you might change about your artwork?

Key Unit Objectives:

Painting

To identify different painting equipment.
To develop brush control, learning to use different types of paint and painting surfaces with confidence.
To know how to measure and mix the paint to take primary to secondary colours.
To paint on a range of 2D surfaces such as cartridge paper, card etc.
To learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc.

Reflection & Sketchbook

To verbally describe their thoughts, ideas and intentions confidently.
To discuss how they could improve their work.
To begin to make simple annotations on their work for improvement.

Key vocabulary:

Palette, thick, thin, palette, paintbrush, control, surface, mix, measure, primary colours- red, yellow, blue, secondary colours- green, purple, orange, light, dark, spattering, stippling, dripping, pouring, annotate, thoughts, ideas.

Key artists:

Giacomo Balla, Leuigi Russolo. William Morris, Julie Perrot

Castle View Primary School Art Curriculum

Year 2 – Printing



Prior learning: To create a print using different objects from around the classroom; To print into paint using their hands/ feet; To use stamps to print numbers / letters; To print onto different 2D surfaces.

National Curriculum Objectives:

To use a range of materials creatively to design and make products
To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Assessment Questions:

What is a print?
How did you make your print? What did you like printing with the most?
How did you design and make your own printing block?
How did you print onto paper?
Can you discuss your thoughts and ideas around a piece of artwork you have created?
Can you tell me what you might change about your artwork?

Key Unit Objectives:

Printing

To understand that prints are made by transferring one image from one surface to another.
To experiment with a growing range of objects.
To design their own relief printing block and experiment with this to make prints (adding string shapes or pieces of wood to corrugated cardboard).
To explore how to print onto paper.
To create repeating patterns through printing.

Reflection & Sketchbook

To verbally describe their thoughts, ideas and intentions confidently.
To discuss how they could improve their work.
To begin to make simple annotations on their work for improvement.

Key vocabulary:

printing, transfer, image, surface, objects, relief printing, printing, block, repeating pattern, press, paint/ ink, texture, roller, shape, stamp, annotate, , thoughts, ideas.

Key artists:

Giacomo Balla, Leuigi Russolo. William Morris, Julie Perrot

Castle View Primary School Art Curriculum

Year 2 – Sculpture



Prior learning: To create masterpieces in the junk modelling area; To manipulate paper and card to create art work; To fasten objects together using string, hole punches, glue and tape; To create construction pieces of art.

National Curriculum Objectives:

To use a range of materials creatively to design and make products

To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Unit Objectives:

Sculpture

To cut, form, tear, join and shape (roll, pinch, knead) a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms.

To begin to modify their work.

To make simple plans for making, deciding which tasks need to be done first.

To begin to add line and shape to their work.

Reflection & Sketchbook

To verbally describe their thoughts, ideas and intentions confidently.

To discuss how they could improve their work.

To begin to make simple annotations on their work for improvement.

Assessment Questions:

Can you describe to me how you created your sculpture? (cut, form, tear, join, shape)

Can you show me your plan for your sculpture?

What lines or shapes did you add to your sculpture? Why?

Can you discuss your thoughts and ideas around a piece of artwork you have created?

Can you tell me what you might change about your artwork?

Key vocabulary:

sculpture, cut, form, tear, shape, join, roll, pinch, knead, materials, modify, plans, line, shape, decoration, surface, patterns, finishing, annotate, , thoughts, ideas.

Key artists:

Giacomo Balla, Leuigi Russolo. William Morris, Julie Perrot

Castle View Primary School Art Curriculum

Year 3- Drawing



Prior learning: To show greater skills and control when using the formal elements to draw e.g. using simple lines and geometric shapes to create forms.

To know and explore controlling the pressure of drawing materials to create lighter and darker tones and marks; To explore shading, shading areas without spaces or gaps; To learn to use different pencils correctly.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Know about great artists, architects and designers in history.

Key Unit Objectives:

Drawing

To identify and draw 2D and 3D geometric shapes in nature and the world around them.

To effectively control drawing media to create dark and light tones.

To further explore shading, by blend shading and rubbing out rough edges to refine them.

To work with a range of media including charcoal, crayons, biro etc, knowing the similarities and differences between them.

To start to select the most suitable media (those listed above) for the task they need.

Reflection & Sketchbook

To verbally describe their work and work of others, describing the formal elements of colour, line, texture, shape and pattern.

To evaluate their work and work of others, giving ways to improve.

To understand the importance of constructive annotations in their sketchbook.

Assessment Questions:

What shapes can you see in your drawings?

How did you make your drawing darker or lighter?

Can you tell me/ show me your shading and how you have created different tones?

Can you tell me/ show me what you have chosen to draw with and why?

Can you describe your artwork and one of your friends describing the colour, line, texture, shape and pattern?

Can you give your friend ways in which they could improve their work?

Key vocabulary:

2D shapes, 3D shapes, dark, light, tone, charcoal, crayon, biro, pencil, media, shade, blend, culture, shading, control, refine, annotate.

Key artists:

Sarah Holt, William Turner, David Hockney, Gustav Klimt

Castle View Primary School Art Curriculum

Year 3- Painting



Prior learning: To identify different painting equipment; To develop brush control, learning to use different types of paint and painting surfaces with confidence; To know how to measure and mix the paint to take primary to secondary colours; To paint on a range of 2D surfaces such as cartridge paper, card etc; To learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Show me where you used a thick & thin brush in your painting.. What did each one help you with?
Let's look at this painting. What do you notice about how the artist used colour, texture or brushstrokes?
What colours did you mix, and what were you trying to show in your painting?
How does changing the tone or the colour help your painting look more real or deep?
Can you describe your artwork and one of your friends using the formal elements of colour, line, texture, shape and pattern?
Can you give your friend ways in which they could improve their work?

Key Unit Objectives:

Painting

To develop increasing control and precision.
To understand the different purposes different paintbrushes and painting equipment have.
To understand how other artists' paint, applying different elements of this to their own work.
To be able to mix secondary and tertiary colours to paint with and use colour, textures, lines and shapes to express ideas.
To understand how to create depth by varying tones and colours such as skies and landscapes.
To create more complex textures and patterns.

Reflection & Sketchbook

To verbally describe their work and work of others, describing the formal elements of colour, line, texture, shape and pattern.
To evaluate their work and work of others, giving ways to improve.
To understand the importance of constructive annotations in their sketchbook.

Key vocabulary:

Painting: lines, detail, edges, control, precision, paintbrush, thin/ thick brush, mix, texture, line, shade, tone, blend, background, artist, secondary colours, tertiary colours, annotation.

Key artists:

Sarah Holt, William Turner, Alma Thomas, Emma Cownie.

Castle View Primary School Art Curriculum

Year 3- Collage



Prior learning: To understand that collage is the art of using elements of paper to make images; To sort, collect and gather material; To create artwork from a variety of different media e.g., photocopies, fabric, crepe paper; To cut, fold, crumple, and tear materials to create images; To know and experiment with different ways of securing materials.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you show me where you have overlapped and layered materials? What effect has this created?
What materials did you choose and why do you think they look good together?
Can you tell me about colours and scales in your collage?
What is a mosaic?
Can you describe your artwork and one of your friends using the formal elements of colour, line, texture, shape and pattern?
Can you give your friend ways in which they could improve their work?

Key Unit Objectives:

Collage

To experiment with overlapping and layering materials to create different effects.
To select and arrange materials for a striking effect.
To work on a range of different scales and colours.
To explore creating texture by perforating, curling and scoring paper.
To use mosaic techniques.

Reflection & Sketchbook

To verbally describe their work and work of others, describing the formal elements of colour, line, texture, shape and pattern.
To evaluate their work and work of others, giving ways to improve.
To understand the importance of constructive annotations in their sketchbook.

Key vocabulary:

Collage, overlapping, layering, material, arrange, scale, dark, light, colours, depth, background, score, striking effect, texture, curling, perforating, scoring, mosaic, constructive annotation.

Key artists:

David Hockney, Abdoulaye Konate,

Castle View Primary School Art Curriculum

Year 4- Drawing



Prior learning: To identify and draw 2D and 3D geometric shapes in nature and the world around them; To effectively control drawing media to create dark and light tones; To further explore shading, by blend shading and rubbing out rough edges to refine them; To work with a range of media including charcoal, crayons, biro etc, knowing the similarities and differences between them; To start to select the most suitable media (those listed above) for the task they need.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me/ show me how you have used scale and proportion in your drawings?
Can you show me how you have controlled lines and shades to create different shapes?
Can you explain your choices in media and explain why?
Can you tell me about your work and the work of others, including colour choices and materials?
Can you offer some constructive criticism for a friend?
Show me where you have evaluated and annotated your work and where you have made marks to improve your work?

Key Unit Objectives:

Drawing

To become aware of proportion and scale when drawing.
To make progress in controlling line, shading with graphite, chalks, and charcoal to describe shape, form and light and shade.
To practice drawing quick, light lines (sketching) & more deliberate, measured lines.
To work with a range of media including charcoal, crayons, biro etc, selecting the most appropriate.

Reflection & Sketchbook

To verbally describe their work and the work of others, describing the formal elements of colour and line.
To offer advice, confidence and praise to others.
To use evaluation and annotations to understand what they need to improve.

Key vocabulary:

line, shading, light, dark, texture, shape, outline, soft / hard, blending, control, detail, scale, proportion, size, distance, background, close/ far away, media types, explain, compare, describe, evaluate, annotate, reflect.

Key artists:

Seymour and Peale, Titian Peale, Margaret Mee, Mary Cassatt

Castle View Primary School Art Curriculum

Year 4- Painting



Prior learning: To understand the different purposes different paintbrushes and painting equipment have; To understand how other artists' paint, applying different elements of this to their own work; To be able to mix secondary and tertiary colours to paint with and use colour, textures, lines and shapes to express ideas; To understand how to create depth by varying tones and colours such as skies and landscapes; To create more complex textures and patterns.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me/ show me where you have painted with control?
Can you use and name different types of paints and know when to use these paints?
Can you tell me how to change a colours value?
Can you tell me about your work and the work of others, including colour choices and materials?
Can you offer some constructive criticism for a friend?
Show me where you have evaluated and annotated your work and where you have made marks to improve your work?

Key Unit Objectives:

Painting

To use paint with control, more accurately applying appropriate amounts of paint to the surface.
To use different types of paints and painting instruments and to know when to use them.
To experiment with colour, texture, line, shape & composition to create purpose, mood and feelings when painting.
To learn how colour has light and dark values and how colour can be used to make colours lighter or darker.

Reflection & Sketchbook

To verbally describe their work and the work of others, describing the formal elements of colour and line.
To offer advice, confidence and praise to others.
To use evaluation and annotation to understand what they need to improve.

Key vocabulary:

Watercolour – light/ watery, acrylic – thick, poster paint – bright/ bold, texture, brushstroke, primary/ secondary/ warm/ cool/ complementary colours, contrast, tint, shade, tone, blend, experiment, risk, challenge, evaluate, appraise, reflect.

Key artists:

Gino Severini, Seymour and Peale, Titian Peale, Margaret Mee

Castle View Primary School Art Curriculum

Year 4- Printing



Prior learning: To understand that prints are made by transferring one image from one surface to another; To experiment with a growing range of objects; To design their own relief printing block and experiment with this to make prints (adding string shapes or pieces of wood to corrugated cardboard); To explore how to print onto paper; To create repeating patterns through printing.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me what mono printing is and where you have used it?
What can you tell me about printmakers and printmaking?
Can you tell me about your work and the work of others, including colour choices and materials?
Can you offer some constructive criticism for a friend?
Show me where you have evaluated and annotated your work and where you have made marks to improve your work?

Key Unit Objectives:

Printing

To understand that mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet.
To experiment with the use of layers to develop their mono printing.
To understand how artists use printmaking in the world around us.
To explore and experiment with colour, mixing different hues, and explore composition, before using mono print to layer lines and marks.

Reflection & Sketchbook

To verbally describe their work and the work of others, describing the formal elements of colour and line.
To offer advice, confidence and praise to others.
To use evaluation and annotation to understand what they need to improve.

Key vocabulary:

Printing, printmaking, mono printing, repeating pattern, stamping, rolling, pressing, transfer, printmaker, technique, artwork, tools, inspiration, explain, compare, describe, evaluate, annotate, reflect.

Key artists:

Gino Severini , Yinka Shonibare

Castle View Primary School Art Curriculum

Year 4- Sculpture



Prior learning: To cut, form, tear, join and shape (roll, pinch, knead) a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create forms; To begin to modify their work; To make simple plans for making, deciding which tasks need to be done first; To begin to add line and shape to their work.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me/ show me about the sculptures you have created and how you created them?
Can you tell me/ show me how you have added texture and shape to your forms?
Can you tell me how you have changed things along the way and why?
Can you tell me about your work and the work of others, including colour choices and materials?
Can you offer some constructive criticism for a friend?
Show me where you have evaluated and annotated your work and where you have made marks to improve your work?

Key Unit Objectives:

Sculpture

To design and make sculptures in 3 dimension, using card, wire, paper, found objects, clay or modelling materials.
To add into their work patterns, textures and shape, creating details.
To modify and correct things along the way with greater skill.
To be more confident at modelling materials, showing greater skills in joining and strengthening.

Reflection & Sketchbook

To verbally describe their work and the work of others, describing the formal elements of colour and line.
To offer advice, confidence and praise to others.
To use evaluation and annotation to understand what they need to improve.

Key vocabulary:

Sculpture, create, model, build, design, make, materials, patterns, texture, shape, form, smooth/ rough/ bumpy/ curved/ pointy, detail, modify, edit, adapt, fix, explain, compare, describe, evaluate, annotate, reflect.

Key artists:

Luke Parnell, Chiaoza, Sonia Boyce. Barbara Hepworth.

Castle View Primary School Art Curriculum

Year 5 - Drawing



Prior learning: To become aware of proportion and scale when drawing; To make progress in controlling line, shading with graphite, chalks, and charcoal to describe shape, form and light and shade; To practice drawing quick, light lines (sketching) & more deliberate, measured lines; To work with a range of media including charcoal, crayons, biro etc, selecting the most appropriate.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me/ show me your 2D and 3D drawings and describe in detail how you have created them?
Can you tell me about/ show me how you have blended tones from light to dark in your drawings?
Can you show me how you used force/ pressure when drawing?
Can you tell me what you did to create perspective?
Can you tell me about/ show me where you have taken risks?
Can you appraise, evaluate your work and understand what you need to do to improve?

Key Unit Objectives:

Drawing

To draw with an increasingly confident awareness of the 2D and 3D geometric drawings that comprise shapes and objects.
To control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks.
To independently select appropriate media for expression and purpose.
To understand the basics of one point perspective.
To take risks and experiment with drawing media that are harder to control, such as pieces of card, straws and sticks.

Reflection & Sketchbook

To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.
To make careful and considerate judgments about own & others work without comparing their own work to that of others.
To use evaluation and annotation to understand what they need to do to improve.

Key vocabulary:

Form, outline, flat, depth, texture, sketch, shading, space, tone, shade, blending, gradient, smooth/ hard, layering, pressure, force, hard/ light, soft/ strong, tone, control, perspective, vanishing point, horizon line, distance, realistic, experiment, challenge, evaluate, appraise, develop, reflect.

Key artists:

Dominic-Petru Virtosu. Pablo Picasso, Giuseppe Arcimboldo, Stephen Wiltshire

Castle View Primary School Art Curriculum

Year 5 - Painting



Prior learning: To use paint with control, more accurately applying appropriate amounts of paint to the surface; To use different types of paints and painting instruments and to know when to use them; To experiment with colour, texture, line, shape & composition to create purpose, mood and feelings when painting; To learn how colour has light and dark values and how colour can be used to make colours lighter or darker.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you talk to me about the different types of paint you have used and why?
Can you tell me about / show me how you have used different colour relationships?
Can you tell me/ show me how to create tints and shades?
Can you tell me about/ show me where you have taken risks?
Can you appraise, evaluate your work and understand what you need to do to improve?

Key Unit Objectives:

Painting

To know how to care for painting tools and equipment.
To control the amount of paint they need /or use water to create finer details.
To use different types of paints, know when to use these paints and know which is appropriate for your art piece.
To know and understand colour relationships such as complementary colours and harmonious colours as well as cool and warm colours.
To learn that darker and lighter colours can be added to create tints and shades instead of black and white.

Reflection & Sketchbook

To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.
To make careful and considerate judgments about own & others work without comparing their own work to that of others.
To use evaluation and annotation to understand what they need to do to improve.

Key vocabulary:

equipment, skills, creative, style, finer details, properties, experiment, expressive, combining, applying, complementary, harmonious, shades.

Key artists:

Dominic-Petru Virtosu, Peter Thorpe

Castle View Primary School Art Curriculum

Year 5 - Collage



Prior learning: To experiment with overlapping and layering materials to create different effects; To select and arrange materials for a striking effect; To work on a range of different scales and colours; To explore creating texture by perforating, curling and scoring paper; To use mosaic techniques.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me about/ show me where you have added collage to a background?
Can you tell me about/ show me where you have used a range of different materials and techniques, colours and textures e.g. rough, smooth, plain, patterned surfaces?
Can you tell me about/ show me where you have taken risks?
Can you appraise, evaluate your work and understand what you need to do to improve?

Key Unit Objectives:

Collage

To add collage to a painted, drawn or printed background.
To use different techniques, colours and textures e.g. rough, smooth, plain, patterned.
To use a range of media e.g. crayons, fabrics, paper.
To embellish and add layers to create complexity to their work.
To use collage as a means of extending work from initial ideas.

Reflection & Sketchbook

To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.
To make careful and considerate judgments about own & others work without comparing their own work to that of others.
To use evaluation and annotation to understand what they need to do to improve.

Key vocabulary:

Collage, background, foreground, layering, overlap, arrange, composition, paper, fabric, card, tissue paper, newspaper, foil, sandpaper, rough/ smooth/ patterned/ shiny/ soft/ bumpy, experiment, risk, challenge, evaluate, appraise.

Key artists:

Giuseppe Arcimboldo Dyan Reaverley

Castle View Primary School Art Curriculum

Year 6- Drawing



Prior learning: To draw with an increasingly confident awareness of the 2D and 3D geometric drawings that comprise shapes and objects.; To control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks; To independently select appropriate media for expression and purpose; To understand the basics of one point perspective; To take risks and experiment with drawing media that are harder to control, such as pieces of card, straws and sticks.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you show me where you have used one-point perspective?
Can you talk me through the different medias you have used in your drawings, which you prefer and why?
Where have you given yourself and others constructive feedback?
Have you had any criticism about your artwork and how did you respond?
Can you show me where your annotations have helped you to improve your art?

Key Unit Objectives:

Drawing

To draw with increasing confidence developing their own personal style.
To know how & when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.
To know and apply one-point perspective.
To work with a range of media with increasing confidence e.g. pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers.
To have greater choice over what materials they should use, working to own strengths and personal tastes.

Reflection & Sketchbook

To fairly appraise work, giving themselves and others feedback, in a kind and considerate way.
To accept criticism from others and take positive steps, including considered annotations, to make improvements to their work.

Key vocabulary:

One point perspective, vanishing point, depth, proportion, scale, shading, blending, tone, texture, detail, media, medium (names of e.g. pastel, constructive feedback, criticism, self/ peer assessment, response, annotation.

Key artists:

Antoni Gaudi, Andy Warhol, Tomás Barceló Castelá

Castle View Primary School Art Curriculum

Year 6- Painting



Prior learning: To know how to care for painting tools and equipment; To control the amount of paint they need /or use water to create finer details; To use different types of paints, know when to use these paints and know which is appropriate for your art piece.; To know and understand colour relationships such as complementary colours and harmonious colours as well as cool and warm colours; To learn that darker and lighter colours can be added to create tints and shades instead of black and white.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you tell me about/ show me where you have created 3D form, depth and distance using colour and tone?
Can you name different types of paper and surfaces to paint on?
Can you tell me about/ show me where you have mixed tertiary colours?
Where have you given yourself and others constructive feedback?
Have you had any criticism about your artwork and how did you respond?
Can you show me where your annotations have helped you to improve your art?

Key Unit Objectives:

Painting

To be able to control paint to work in different way.
To show a more confident ability to create 3D form, depth and distance using colour and tone.
To understand different papers and surfaces paint can be applied to.
To paint from observation using tone, line, texture, and colour to express mood and feeling.
To be able to articulate on different artists' work and painting styles.
To confidently experiment and mix secondary and tertiary colours, showing control.
To understand colour relationships such as complimentary, harmonious, cool and warm colours (build on from Y5).

Reflection & Sketchbook

To fairly appraise work, giving themselves and others feedback, in a kind and considerate way.
To accept criticism from others and take positive steps, including considered annotations, to make improvements to their work.

Key vocabulary:

control, precise, accurate, loose, instinctive, depth, distance, tone, observation, surfaces, textures, styles, secondary colours, tertiary colours, complementary colours, harmonious colours.

Key artists:

Antoni Gaudi, Andy Warhol Keith Haring

Castle View Primary School Art Curriculum

Year 6- Printing



Prior learning:

To understand that mono prints are prints made by drawing through an inked surface, transferring the marks on to another sheet; To experiment with the use of layers to develop their mono printing; To understand how artists use printmaking in the world around us; To explore and experiment with colour, mixing different hues, and explore composition, before using mono print to layer lines and marks.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

Can you show me/ tell me about the range of printing techniques you have used? e.g. mono-printing.
Can you show me/ tell me about where you have begun to overlay prints with other media?
Can you show me/ tell me about where you have used both positive and negative shapes?
Where have you given yourself and others constructive feedback?
Have you had any criticism about your artwork and how did you respond?
Can you show me where your annotations have helped you to improve your art?

Key Unit Objectives:

Printing

To demonstrate experience in a range of printing techniques e.g. mono-printing, relief printing.
To begin to overlay prints with other media.
To see both positive and negative shapes.
To print on fabric, using this as a starting point for embroidery.
To develop their own style using tonal contrast and mixed media.

Reflection & Sketchbook

To fairly appraise work, giving themselves and others feedback, in a kind and considerate way.
To accept criticism from others and take positive steps, including considered annotations, to make improvements to their work.

Key vocabulary:

Print making, mono printing, block printing, relief printing, stamping, overlay, mixed media, texture, detail, positive space, negative space, carve, outline, constructive feedback, criticism, reflection, self/ peer assessment, response, annotations, improvements.

Key artists:

Andy Warhol, Alexandra Buckle, Favianna Rodriguez.

Castle View Primary School Art Curriculum

Year 6- Sculpture



Prior learning:

To design and make sculptures in 3 dimension, using card, wire, paper, found objects, clay or modelling materials; To add into their work patterns, textures and shape, creating details; To modify and correct things along the way with greater skill; To be more confident at modelling materials, showing greater skills in joining and strengthening.

National Curriculum Objectives:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas.
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Know about great artists, architects and designers in history.

Assessment Questions:

What can you tell me about your sculpture? Which materials did you use and why?
What techniques did you use to finish your sculpture?
What details did you add to your sculpture? (handles etc)
Where have you given yourself and others constructive feedback?
Have you had any criticism about your artwork and how did you respond?
Can you show me where your annotations have helped you to improve your art?

Key Unit Objectives:

Sculpture

To design and make more complex forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials with confidence.
To understand how to finish and present their work to a good standard e.g. paint/ glazing techniques.
To add details to their 3D forms e.g. adding handles.
To be confident at modelling materials, joining, reenforcing, strengthening and persevering when the work is challenging.

Reflection & Sketchbook

To fairly appraise work, giving themselves and others feedback, in a kind and considerate way.
To accept criticism from others and take positive steps, including considered annotations, to make improvements to their work.

Key vocabulary:

Clay, papier-mache, cardboard, wire, modroc, armature, tools, score and slip, moulding, smoothing, texturing, joining, painting, sealing, handle, pattern, base, surface, feature, decoration, constructive feedback, criticism, self/ peer assessment, response, annotations, improvements.

Key artists:

Tomás Barceló Castelá, August Savage, Giacometti.