

Perton Primary Academy  
Art

Term	Year 1	Year 2	Year 3	Year 4
Autumn	Mix it	Mix it	Contrast and Complement Ammonite	Contrast and Complement Warp and Weft
Spring	Rain and Sunrays Funny Faces and Fabulous Features	Still Life Flower Head	Pre-Historic Pots Mosaic Masters	Vista Animal
Summer	Street View	Portraits and Poses	People and Places Beautiful Botanicals	Statues Islamic Art

## Year 1 Curriculum

<p>In Key Stage 1, each autumn term begins with the colour project <i>Mix It</i>. The teaching of this project in Years 1 and 2 enables children to be introduced to and then revisit colour theory and provides plentiful opportunities for children to explore primary and secondary colours.</p> <p>Year 1 begins by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community.</p>	
<p><b>Humankind:</b></p> <ol style="list-style-type: none"> <li>1. A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks.</li> <li>2. Represent the human face, using drawing, painting or sculpture from observation, imagination or memory with some attention to facial features.</li> </ol>	<ol style="list-style-type: none"> <li>1. Funny Faces and Fabulous Features – Spr B</li> <li>2. Funny Faces and Fabulous Features – Spr B</li> </ol>
<p><b>Creativity:</b></p> <ol style="list-style-type: none"> <li>1. Ideas can be created through observation, imagination, and memory</li> <li>2. Design and make art to express ideas.</li> <li>3. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.</li> <li>4. Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.</li> <li>5. Say what they like about their own or other's work</li> </ol>	<ol style="list-style-type: none"> <li>1. Rain and Sunrays – Spring A</li> <li>2. Rain and Sunrays – Spring A</li> <li>3. Funny Faces and Fabulous Features – Spr B, Street View - Summer</li> <li>4. Mix It – Autumn, Funny Faces and Fabulous Features – Spr B, Street View – Summer</li> <li>5. Mix It – Autumn, Rain and Sunrays – Spring A, Funny Faces and Fabulous Features – Spr B</li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough.</li> <li>2. Manipulating malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</li> </ol>	<ol style="list-style-type: none"> <li>1. I</li> <li>2. Street View - Summer</li> <li>3. Funny Faces and Fabulous Features – Spr B</li> <li>4. Funny Faces and Fabulous Features – Spr B</li> <li>5. Mix It – Autumn, Street View – Summer</li> </ol>

<ol style="list-style-type: none"> <li>3. Collage is an art technique where different materials are layered and stick down to create artwork.</li> <li>4. Use textural materials (including paper and fabric) to create a simple collage.</li> <li>5. The primary colours are red, blue and yellow.</li> <li>6. Identify and use paints in the primary colours.</li> <li>7. A print is an image that has been made by transferring paint, ink or other media from one surface to another.</li> <li>8. Make simple prints and patterns using a range of media</li> <li>9. Soft pencils create darker lines and are marked with a B for black. Hard pencils make lighter lines and are marked with an H for hard.</li> <li>10. Different types of lines include: zigzag, wavy, curved, thick and thin.</li> </ol>	<ol style="list-style-type: none"> <li>6. Mix It – Autumn, Street View - Summer</li> <li>7. Mix It - Autumn</li> <li>8. Mix It - Autumn</li> <li>9. Rain and Sunrays – Spring A</li> <li>10. Rain and Sunrays – Spring A</li> </ol>
<p><b>Nature:</b></p> <ol style="list-style-type: none"> <li>1. Transient art is moveable, non-permanent and usually made of a variety of objects, such as grass, sand, leaves, pinecones, seeds and flowers.</li> <li>2. Make transient art and pattern work using a range or combination of man-made and natural materials.</li> </ol>	<ol style="list-style-type: none"> <li>6. Rain and Sunrays – Spring A</li> <li>7. Rain and Sunrays – Spring A</li> </ol>
<p><b>Place and Space:</b></p> <ol style="list-style-type: none"> <li>1. Drawings or paintings can be inspired by observation, imagination and memory.</li> <li>2. Draw or paint a place from observation, imagination or memory.</li> </ol>	<ol style="list-style-type: none"> <li>1. Street View – Summer</li> <li>2. Street View – Summer</li> </ol>
<p><b>Comparison:</b></p> <ol style="list-style-type: none"> <li>1. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</li> <li>2. Identify similarities and differences between two or more pieces of art.</li> </ol>	<ol style="list-style-type: none"> <li>1. Street View – Summer</li> <li>2. Mix It – Autumn, Funny Faces and Fabulous Features – Spr B, Street View – Summer</li> </ol>
<p><b>Significance:</b></p> <ol style="list-style-type: none"> <li>1. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</li> <li>2. Describe and explore the work of a significant artist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Funny Faces and Fabulous Features – Spr B</li> <li>2. Funny Faces and Fabulous Features – Spr B, Street View – Summer</li> </ol>
<p><b>Year 2</b></p>	
<p>In Year 2, the projects expand children’s artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques</p>	

<p><b>Humankind:</b></p> <ol style="list-style-type: none"> <li>1. A drawing, painting or sculpture of a human face is called a portrait.</li> <li>2. Represent the human form including a face and features, from observation, imagination or memory.</li> </ol>	<ol style="list-style-type: none"> <li>1. Portraits and Poses - Sum</li> <li>2. Portraits and Poses - Sum</li> </ol>
<p><b>Creativity:</b></p> <ol style="list-style-type: none"> <li>1. Materials and techniques that are well-suited to different tasks include: ink, smooth paper, and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings; and clay and clay tools for sculpting.</li> <li>2. Select the best materials and techniques to develop and idea.</li> <li>3. A sketch is a quickly-produced or unfinished drawing which helps artists develop their ideas.</li> <li>4. Make simple sketches to explore and develop ideas</li> <li>5. Aspects of artwork to analyse and evaluate include: subject matter, colour, form, shape and texture.</li> <li>6. Analyse their own and other's work using artistic vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. I</li> <li>2. Still Life – Spr A</li> <li>3. Still Life – Spr A, Flower Head - Spr B, Portraits and Poses - Sum</li> <li>4. Still Life – Spr A, Portraits and Poses - Sum</li> <li>5. I</li> <li>6. Mix It – Autumn, Still Life – Spr A</li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Malleable materials such as clay, plasticine or salt dough are easy to shape.</li> <li>2. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts, and bubble wrap.</li> <li>3. Press objects into malleable materials to make textures, patterns and imprints.</li> <li>4. Art papers have different weights and textures (eg. Watercolour paper is rough and heavy, drawing paper is medium weight and smooth, handmade paper is uneven with visible fibres)</li> <li>5. Different media, such as pastels can be added to papers to reveal texture</li> <li>6. The rubbing technique, frottage, can be used to create a range of effects on different types of paper.</li> <li>7. The secondary colours are green, orange and purple.</li> <li>8. They are opposite each other on the colour wheel.</li> <li>9. Identify, mix and use contrasting coloured paints.</li> <li>10. A block print is made when a pattern is carved onto a surface, such as clay or polystyrene, covered with ink and then pressed onto paper or fabric to transfer the ink.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mix It - Autumn</li> <li>2. Mix It - Autumn</li> <li>3. Mix It – Autumn</li> <li>4. Flower Head – Spr B</li> <li>5. I</li> <li>6. I</li> <li>7. Mix It - Autumn</li> <li>8. Mix It - Autumn</li> <li>9. Mix It - Autumn</li> <li>10.I</li> <li>11.I</li> <li>12. Flower Head – Spr B</li> <li>13.I</li> <li>14.I</li> </ol>

<p>11. The black can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene to develop a block print.</p> <p>12. Textures include rough, smooth, rigid and bumpy.</p> <p>13. Tone is the lightness or darkness of a colour.</p> <p>14. Pencils can create lines of different thicknesses and tones and can also be smudged.</p> <p>15. Ink can be used with a pen or a brush to make marks and lines of varying thicknesses and can be mixed with water and brushed onto paper as a wash.</p> <p>16. Charcoal can be used to create lines of different thicknesses and tones and can be rubbed onto paper and smudged.</p> <p>17. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines and explore form, shape and space.</p>	<p>15.I</p> <p>16.I</p> <p>17. Flower Head – Spr B</p>
<p><b>Nature:</b></p> <p>1. Natural forms are objects found in nature and include flowers, pinecones, stones, insects, birds and crystals.</p> <p>2. Draw, paint and sculpt natural forms from observation, imagination and memory.</p>	<p>1. I</p> <p>2. Flower Head – Spr B</p>
<p><b>Place and Space:</b></p> <p>1. A landscape is a piece of artwork that shows a scenic view.</p> <p>2. Draw or paint features of landscape from memory, imagination or observation with some attention to detail.</p>	<p>1. I</p> <p>2. Flower Head – Spr B</p>
<p><b>Comparison:</b></p> <p>1. Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p>2. Describe similarities and differences between artwork on a common theme.</p>	<p>1. Flower Head – Spr B</p> <p>2. Mix It – Autumn, Still Life – Spr A</p>
<p><b>Significance:</b></p> <p>1. Works of art are important for many for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art, the subject matter is interesting or important, they show the thoughts or ideas of the artist or the artist created a large body of work over a long period of time.</p>	<p>1. I</p> <p>2. Still Life – Spr A, Portraits and Poses - Sum</p>

2. Explain why a painting, piece of artwork, body of work or artist is important	
<b>Year 3</b>	
<p>In Lower Key Stage 2, each autumn term begins with the colour project <i>Contrast and Complement</i>. In Years 3 and 4, the teaching of this project enables children to build on their previous understanding of colour and further develop their expertise by studying theory.</p>	
<p>In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.</p>	
<p><b>Humankind:</b></p> <ol style="list-style-type: none"> <li>1. Artists draw, paint or sculpt human forms in active poses.</li> <li>2. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as a pencil, charcoal, paint and clay.</li> </ol>	<ol style="list-style-type: none"> <li>1.  </li> <li>2.  </li> </ol>
<p><b>Creativity:</b></p> <ol style="list-style-type: none"> <li>1. Visual elements include colour, line, shape, form, pattern, and tone.</li> <li>2. Use and combine a range of visual elements in artwork.</li> <li>3. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</li> <li>4. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> <li>5. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition, the execution of specific techniques or the use of colour, line, texture, tone, shadow and shading.</li> <li>6. Make suggestions for ways to adapt and improve a piece of artwork.</li> </ol>	<ol style="list-style-type: none"> <li>1.  </li> <li>2.  </li> <li>3.  </li> <li>4.  </li> <li>5.  </li> <li>6.  </li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Malleable materials, such as clay, papier0mache and ModRoc are easy to change into a new shape. Rigid materials, such as cardboard are more difficult to change in shape and may need to be cut and joined together using a variety of techniques.</li> <li>2. Create a 3D form using malleable or rigid materials, or a combination of materials.</li> <li>3. Warp and weft are terms for two basic components used in loom weaving.</li> </ol>	<ol style="list-style-type: none"> <li>1.  </li> <li>2.  </li> <li>3.  </li> <li>4.  </li> <li>5.  </li> <li>6.  </li> <li>7.  </li> </ol>

<p>4. \the lengthwise warp yarns are fixed onto a frame or loom while the weft yarns are woven horizontally over and under the warp yarns.</p> <p>5. Weave natural or man-made materials on cardboard looms, making woven pictures or patterns.</p> <p>6. Examples of contrasting colours include red and green, blue and orange and yellow and purple.</p> <p>7. They are opposite each other on the colour wheel.</p> <p>8. Identify, mix and use contrasting coloured paints.</p> <p>9. A two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p> <p>10. Make a two colour print.</p> <p>11. Hatching, cross-hatching and shading are techniques artists use to add texture and form.</p> <p>12. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p>	<p>8.  </p> <p>9.  </p> <p>10. </p> <p>11. </p> <p>12. </p>
<p><b>Nature:</b></p> <p>1. Nature and natural forms can be used as a starting point for creating artwork.</p> <p>2. Use nature and natural forms as a starting point for artwork.</p>	<p>1.  </p> <p>2.  </p>
<p><b>Place and Space:</b></p> <p>1. An urban landscape is a piece of artwork that shows a view of a town or city.</p> <p>2. Draw, collage, paint or photograph and urban landscape.</p>	<p>1.  </p> <p>2.  </p>
<p><b>Comparison:</b></p> <p>1. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.</p> <p>2. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p>1.  </p> <p>2.  </p>
<p><b>Significance:</b></p>	<p>1.  </p> <p>2.  </p>

<ol style="list-style-type: none"> <li>1. The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used.</li> <li>2. Work in the style of a significant artist, architect, culture or designer.</li> </ol>	
<b>Year 4</b>	
<p>In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.</p>	
<p><b>Humankind:</b></p> <ol style="list-style-type: none"> <li>1. Art can be developed that depicts the human form to create a narrative.</li> <li>2. Explore and develop 3D art that uses the human form, using ideas for contemporary or historical starting points.</li> </ol>	<ol style="list-style-type: none"> <li>1.  </li> <li>2.  </li> </ol>
<p><b>Creativity:</b></p> <ol style="list-style-type: none"> <li>1. Materials, techniques and visual elements such as line, tone, shape, pattern, colour and form can be combined to create a range of effects.</li> <li>2. Develop techniques through experimentation to create different types of art.</li> <li>3. Artists use sketching to develop an idea over time.</li> <li>4. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</li> <li>5. Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</li> <li>6. Gove feedback to others about ways to improve a piece of artwork.</li> </ol>	<ol style="list-style-type: none"> <li>1.  </li> <li>2.  </li> <li>3.  </li> <li>4.  </li> <li>5.  </li> <li>6.  </li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Techniques used to create a 3D form from clay include: coiling, pinching, slab construction and sculpting.</li> <li>2. Carving, slip and scoring can be used to attach extra pieces of clay.</li> <li>3. Mark Making can be used to add detail to 3D forms.</li> <li>4. Use clay to create a detailed or experimental 3D form.</li> <li>5. Stitches include running stitch, cross stitch and blanket stitch.</li> <li>6. Use of a range of stitches to add detail and texture to fabric or mixed-media collages.</li> </ol>	<ol style="list-style-type: none"> <li>1.  </li> <li>2.  </li> <li>3.  </li> <li>4.  </li> <li>5.  </li> <li>6.  </li> <li>7.  </li> <li>8.  </li> <li>9.  </li> </ol>



<ol style="list-style-type: none"> <li>7. Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make you feel happy and appear to be in the foreground of a picture.</li> <li>8. Cool colours include blue, green and magenta. They remind the viewer of ice, snow and water. They can make you feel calm of lonely and recede into the background of a picture.</li> <li>9. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> <li>10. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography.</li> <li>11. Combine a variety of printmaking techniques and materials to create a print on a theme.</li> <li>12. Pen and ink create dark lines that strongly contrast with white paper.</li> <li>13. Pen and ink techniques include hatching, cross-hatching, random lines, and stippling.</li> <li>14. Light tones are created when lines or dots are drawn further apart and darker tones are created when they are drawn closer together.</li> <li>15. Use the properties of pen, ink and charcoal to create a range of effects in drawing.</li> </ol>	<p>10.I 11.I 12.I 13.I 14.I 15.I</p>
<p><b>Nature:</b></p> <ol style="list-style-type: none"> <li>1. Natural patterns from weather, water or animal skins are often used as a subject matter.</li> <li>2. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</li> </ol>	<p>1. I 2. I</p>
<p><b>Place and Space:</b></p> <ol style="list-style-type: none"> <li>1. Art can display interesting or unusual viewpoints and perspectives.</li> <li>2. Choose an interesting or unusual perspective or viewpoint for a landscape.</li> </ol>	<p>1. I 2. I</p>
<p><b>Comparison:</b></p> <ol style="list-style-type: none"> <li>1. Artwork has been used at different times and in different cultures to express ideas about storytelling, religion, and intellectual satisfaction.</li> <li>2. Similarities and difference between artwork can include subject matter, style and use of colour, texture, line, and tone.</li> <li>3. Compare and contrast artwork from different times and cultures.</li> </ol>	<p>1. I 2. I 3. I</p>

<p><b>Significance:</b></p> <ol style="list-style-type: none"><li>1. Historical works of art are significant because they give the viewer clues about the past through symbolism, colours, and materials used.</li><li>2. Explain the significance of art, architecture or design from history and create work inspired by it.</li></ol>	<ol style="list-style-type: none"><li>1.  </li><li>2.  </li></ol>
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