



Fishbourne Church of England Primary School  
Art Curriculum Overview - Final Draft 2020



**Our Ultimate End Goal:**

What will our artists and designers be able to do when they leave us?

By the end of their time at Fishbourne C.E. primary School, our Year 6 artists and designers will engage confidently in the production of creative work. They will have explored a wide variety of art, craft and design techniques and they will have had rich opportunities to develop their skills and mastery of a range of materials and processes. They will understand the importance of experimenting and feel confident to take risks and make mistakes, secure in the understanding that, when making art, the process is more important than the final product. They will feel confident in expressing their individuality through art and understand that creativity will look different in each person. They will value the work of artists and designers and have an understanding of its contribution to the world around us. They will be familiar with the work of some influential artists and designers including art within our local environment.

**Curriculum Coverage (NC)**

*What are the most basic requirements from the National Curriculum?*

| EYFS  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
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| <p><u>Exploring and using media and materials:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being imaginative:</u> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings</p> | <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p> | <p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p> | <p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p> | <p>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.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p> |

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| through design and technology, art, music, dance, role-play and stories. |  | To learn 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. | drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.<br><br>To learn about great artists, architects and designers in history. | drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.<br><br>To learn about great artists, architects and designers in history. | drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.<br><br>To learn about great artists, architects and designers in history. | drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay.<br><br>To learn about great artists, architects and designers in history. |
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**PROCEDURAL KNOWLEDGE - What skills do we want our artists and designers to have? Analyse, evaluate and solve problems**

*How will these skills build on what went before and help prepare our children for what is coming next?*

The skills detailed below ensure progression in each artistic discipline and provide rich opportunities for children to engage in a range of art experiences. Aspects could be combined within an art learning experience or woven into learning experiences from other subjects to further enrich them.

| EYFS   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
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| <p><b>Mark-making:</b><br/>-Have regular access to a range of mark-making materials, including paint, pen, pencil, charcoal, crayon, pastel, etc.<br/>-Explore different ways to use and control mark-making materials creatively.</p> <p><b>Printing:</b><br/>Make printed marks with sponges, eg numbers and letters.</p> <p><b>Collage and textiles:</b><br/>Explore the creative properties of a range of materials (found/natural/different paper and card etc) and</p> | <p><b>Drawing:</b><br/>-Use a range of drawing tools to explore mark-making, eg: pencils, pens, charcoal, ink etc.</p> <p><b>Painting:</b><br/>-Recognise and name the primary colours.<br/>-Mix primary colours to make secondary colours.<br/>-Use a range of tools for painting, including brushes of different sizes, sponges, etc.</p> <p><b>Printing:</b><br/>-Use a variety of found materials to make printed marks.</p> | <p><b>Drawing:</b><br/>-Explore combining/layering different media within drawings.<br/>-Start to draw from observation, for increasingly sustained amounts of time.</p> <p><b>Painting:</b><br/>-Recognise and name secondary colours and mix them.<br/>-Use a wider range of paint (eg watercolour/poster etc) and techniques, eg layering and scraping through colours.<br/>-Develop control over paint through choice of</p> | <p><b>Drawing:</b><br/>-Start to use sketchbooks with guidance to draw from observation and record ideas.<br/>-Draw on a range of scales, eg close-ups.<br/>-Explore the use of different drawing equipment to achieve different effects.</p> <p><b>Painting:</b><br/>-Learn about shades, tints and tones and explore mixing colours to make different effects of each.<br/>-Know which colours to use to mix a range of secondary colours.</p> | <p><b>Drawing:</b><br/>-Start to use sketchbooks independently to collect and develop ideas.<br/>-Explore a range of drawing effects such as shading, cross-hatching, scribbling etc.<br/>-Make informed choices about which media and surface to draw on.<br/>-Draw from first-hand observation using a range of media and compare the effects.</p> <p><b>Painting:</b><br/>-Create tertiary colours by mixing primary and secondary colours.</p> | <p><b>Drawing:</b><br/>-Continue to use sketchbooks and extend the range of materials and processes within them.<br/>-Draw from first-hand observation and work from different viewpoints.<br/>-Start to learn about perspective and proportions within drawing.</p> <p><b>Painting:</b><br/>-Develop understanding of watercolour techniques. Employ a secure knowledge of colour (primary/secondary/warm/cold/complementary etc) when painting.</p> <p><b>Printing:</b><br/>-Plan and create a finished piece of work to show a range of the printed techniques they have learnt so far (marbling/block-printing/junk</p> | <p><b>Drawing:</b><br/>Use sketchbooks independently and freely to record and annotate their ideas.<br/>Make informed choices independently about which media, surface and technique to use when drawing.<br/>Develop wider opportunities to draw from observation, including working outside the classroom.</p> <p><b>Painting:</b><br/>Use specialist paint, eg acrylic and explore effects.<br/>Consider composition when planning a painting.</p> |

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| <p>have opportunities to combine them and talk about different effects.</p> <p>Sculpture:</p> <p>Investigate a range of 3d materials and explore joining them to build simple structures and 3d work.</p> | <p>-Understand the basic principle that the printing block does not move when they are printing.</p> <p>-Experiment with combing colours (eg on a sponge) to create interesting effects.</p> <p><u>Collage and Textiles:</u></p> <p>-Combine different types of painted paper to make a collage (for example, an underwater scene based on Eric Carle's "A House for Hermit Crab")</p> <p>-Make simple paper weaves.</p> <p>-Investigate textures through making rubbings.</p> <p><u>Sculpture:</u></p> <p>-Investigate clay and make simple forms through pinching, rolling, twisting, scratching and coiling.</p> <p>-Make simple 3d work from natural objects and materials.</p> | <p>tool, varying thickness of paint and painting within a shape.</p> <p><u>Printing:</u></p> <p>-Create simple repeating patterns with ready-made/found materials when printing.</p> <p>-Explore making prints through marbling.</p> <p><u>Collage and Textiles:</u></p> <p>-Explore the effects of cutting, tearing and layering paper to create different effects.</p> <p>- Explore ways to colour fabrics with natural dyes, eg tea, onion, etc.</p> <p><u>Sculpture:</u></p> <p>-Change the surface of clay by scratching, adding details and using tools.</p> <p>-Make simple human forms from pipe-cleaners and wire.</p> | <p>-Develop increasing control over paint by exploring processes and techniques on a range of scales.</p> <p><u>Printing:</u></p> <p>-Explore monoprinting</p> <p>-Create simple prints with 2 colours and further develop repeating patterns.</p> <p>-Create their own printing blocks (eg potato/string etc.)</p> <p><u>Collage and Textiles:</u></p> <p>-Learn to make simple stitches using a variety of wool or threads.</p> <p>-Learn to think about the best order in which to layer work and how to join their materials effectively.</p> <p>-Explore tie-dying.</p> <p><u>Sculpture:</u></p> <p>-Make increasingly complex structures from clay and learn to join pieces effectively through scratching surfaces and using slip.</p> <p>-Learn to create 3D structures from a range of found materials and join them using appropriate techniques and materials.</p> | <p>-Make and match colours with increasing accuracy.</p> <p>-Experiment with colour to create abstract colour palettes.</p> <p><u>Printing:</u></p> <p>-Create printing blocks through using polyblocks and print using inks and rollers.</p> <p>-Use 2 colours and understand how to remove parts of the block to overprint in a second colour. Develop designs using repeating patterns from their printing blocks.</p> <p><u>Collage and textiles:</u></p> <p>-Work collaboratively to produce larger-scale collage collage pieces.</p> <p>-Make collage work from a wider range of materials, including fabric, wool etc.</p> <p>-Create weaving from a variety of materials.</p> <p><u>Sculpture:</u></p> <p>-Add colour to fired clay by using glaze.</p> <p>-Explore paper-mache.</p> | <p>printing/poly-block/mono-printing etc)</p> <p>-Further explore ways to overprint colours by changing their printing block.</p> <p>-Explore different surfaces to print on to.</p> <p><u>Collage and Textiles:</u></p> <p>-Use a range of stimulus for collage work and investigate abstract forms.</p> <p>-Combine techniques for patterning fabric, eg tie-dying then printing.</p> <p>-Explore different effects using fabric, eg sewing, ironing, creasing, knotting etc.</p> <p><u>Sculpture</u></p> <p>-Use clay to express an abstract idea.</p> <p>-Explore a wider range of materials to make sculpture, for example modroc, plaster of paris, etc.</p> | <p>Choose from and use a wide variety of paint techniques, implements and surfaces when painting.</p> <p>Explore limited colour palettes.</p> <p><u>Printing:</u></p> <p>Explore screenprinting techniques.</p> <p>Overprint using more than 2 colours.</p> <p>Print on to different materials, eg fabric.</p> <p>Design, print and finish a product (eg a design for a bag/t-shirt/wrapping paper etc.)</p> <p><u>Collage and Textiles:</u></p> <p>-Create a collage piece in response to a theme or a painting.</p> <p>-Extend knowledge and skill of using stitching both decoratively and to join materials.</p> <p>-Select processes, tools and materials and combine processes when making collage work.</p> <p><u>Sculpture:</u></p> <p>-Design, create and complete a finished clay piece, fired and glazed.</p> <p>-Use wire to create structures which can be covered with other materials.</p> |
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**PROPOSITIONAL KNOWLEDGE - What key concepts or knowledge will our artists and designers have?**

*What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?*

*As there is such a wealth of artists and artworks to choose to study, it is essential that teachers choose work which will interest and inspire their particular group of children. The most important thing is that children have opportunities to express their ideas about art freely and that they understand that there are no right or wrong answers when talking about art. It is also important that children access work from a range of disciplines, not just painting. There are some suggested artists for each year group but teachers should feel free to use any art work that fits, especially if there are opportunities to see real work in a gallery. Pallant House Gallery is free for children and their exhibitions change constantly so this is always a good place to start.*

| EYFS  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
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| Have opportunities to look at and discuss pictures which are linked to other areas of learning. | <p>Have opportunities to look at works on themes which are relevant to them, eg children, families, toys etc.</p> <p>Explore art in children's books.</p> <p>Suggested artists/works:<br/>-Sophy Henn<br/>-Eric Carle<br/>-Pieter Bruegal's "Children's Games"</p> | <p>Have opportunities to look at different portraits and self-portraits.</p> <p>Have opportunities to discuss and express their ideas and understand that there are no right or wrong answers when discussing ideas about art.</p> <p>Suggested artists/works:<br/>-Modigliani's portraits<br/>-Lucien Freud's portraits (there is an excellent example at PHG)<br/>-Vermeer's work<br/>-David Hockney's portraits<br/>-Grant Wood's "American Gothic"</p> | <p>Have opportunities to look at the ways in which artists have portrayed still-life and familiar objects in a range of media which could include painting, sculpture, photography or collage.</p> <p>Suggested artists/works:<br/>-Georgia O'Keefe's flower paintings<br/>-Cezanne's "Curtain, Fruit and Jug"<br/>-George Braque's "Violin and Candlestick"</p> | <p>Have opportunities to look at the ways in which artists have portrayed landscapes and seascapes (including imaginary) in a range of media which could include painting, sculpture, photography or collage.</p> <p>Suggested artists/works:<br/>-Van Gogh's "Starry Night"<br/>-Cezanne's landscapes<br/>-Monet's waterlilies<br/>-Turner's seascapes<br/>-Andy Goldsworthy<br/>-Hokusai</p> | <p>Understand what abstract art is and have the opportunity to look at abstract art work in a range of media which could include painting, sculpture, photography or collage.</p> <p>Suggested artists/works:<br/>-Joan Miro<br/>-Wassily Kandinski<br/>-Mondrian<br/>-Christo and Jeanne-Claude</p> | <p>Have opportunities to look at the work of contemporary artists and visit a gallery or exhibition.</p> <p>Explore a particular artistic movement (eg cubism, surrealism, etc) in more detail.</p> <p>Suggested artists/works:<br/>-Picasso<br/>-Salvatore Dali<br/>-Marcel Duchamp<br/>-Jackson Pollack</p> |

| What key vocabulary will our artists need? <i>Vocabulary is important because it embodies and communicates concepts.</i> |   |  |   |  |   |  |
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| EYFS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
| The names of individual colours.   | illustration<br>illustrator<br>artist<br>designer | primary colour<br>portrait<br>self-portrait<br>sculpture | shade<br>tint<br>tone<br>secondary colour<br>still-life | tertiary colour<br>landscape<br>foreground<br>middle ground<br>background<br>impressionism | complementary<br>abstract<br>figurative<br>watercolour<br>perspective<br>proportion | surrealism<br>expressionism<br>cubism<br>palette |

| What experiences do we want our artists and designers to have had? (Local Links)<br>What opportunities will our artists and designers have had to <b>'make the world a better place'</b> ?<br>Children should have regular opportunities to look at real works of art in galleries and in their local environment and to consider the role that the arts have to play in shaping the world around us and helping us all to make it a better place. Pallant House Gallery, The Oxmarket Gallery and Chichester Cathedral all offer opportunities to look at art work first-hand. |        |   |   |   |  |  |
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| EYFS  | Year 1 | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|   |        | Local links:<br>Children could visit Chichester Theatre to see the sculpture of the dancer outside. PHG has an excellent collection of portraits of different styles. | Children could make their own still life work based on local flora, which will help them to learn about the importance of our local biodiversity. Still-life work could also come from collections of litter found on the beach to help highlight the problem of sea pollution. | Links could be made to how we can better look after our environment, especially the sea.<br><br>Local links:<br>Turner's painting of Chichester canal.<br>Children could visit Chichester Harbour to draw and paint from observation. | Links could be made between art/creativity and mental health.<br><br>Local links:<br>John Piper's tapestry in Chichester cathedral.<br>The Chagall window in Chichester cathedral. | Consider arguments for/against street art and think about how we look after our urban landscape. Consider how art can be used to protest or send a message.<br><br>Local links:<br>The street art project - there are still lots of paintings in and around the Chichester area. |