

# Hook Junior School

## Whole School Art Curriculum Overview

### Aims

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### National Curriculum

#### Key stage 1 (for reference – to see where the children are starting from)

Pupils should be taught:

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

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 stage 2

Pupils should be taught 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.

Pupils should be taught:

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]

about great artists, architects and designers in history

## ART - AUTUMN TERM

ART - AUTUMN TERM					
Year 3		Year 4		Year 5	Year 6
Drawing, painting & collage (Magic of Trees)		Drawing, painting & printing (Explorers)		Drawing, painting & sculpture (Earth and Beyond)	Drawing, painting & sculpture (The Darkest Hour)
<b>Visual Element</b>	Space	Space Line	Space Texture Form	Colour Tone Form	
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>- How to observe and talk about patterns and textures shown in their drawings</li> <li>- How to use lines and marks to create patterns and textures from observations</li> <li>- How to add some detail, drawing upon key features of their observations</li> <li>- How to investigate which type of marks work best linked to the look/think/draw/look approach</li> <li>- How to investigate different media, creating different tones</li> </ul>	<ul style="list-style-type: none"> <li>- How to use colour to mix and blend a range of primary, secondary and tertiary colours to create a gradient</li> <li>- How to use shape to create proportion</li> <li>- How to use tone to create different shades</li> </ul>	<ul style="list-style-type: none"> <li>- How to take influence from a theme or artist to create an individualised response</li> <li>- How to use appropriate colours to represent the mood of a piece of artwork</li> <li>- How to combine different elements and mediums in one piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>- How to explore line and tone in order to create proportion and perspective</li> <li>- How to experiment with mark-making and colour to create texture and perspective</li> <li>- How to consider composition in another artist's work and apply this to my own</li> <li>- How to draw and apply 2-dimensional shape in order to create 3-dimensional form</li> <li>- How to mould and join clay securely using a variety of techniques including scoring and slipping</li> <li>- How to engrave clay to consider the effect of line on the design of the clay</li> </ul>	

<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</li> <li>- Begin to match the approach to the scale of the work.</li> <li>- Make drawings and paintings that include detail and context.</li> <li>- Identify key visual elements in their work and the work of others</li> <li>- Begin to adapt and apply colours to achieve tonal effects, patterns and textures.</li> <li>- Begin to match the approach to the scale of the work.</li> <li>- Describe what they have achieved and how it is produced using art language.</li> <li>- Cut complex shapes with some accuracy.</li> <li>- Apply adhesive sparingly and stick shapes accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</li> <li>- Begin to match the approach to the scale of the work.</li> <li>- Make drawings and paintings that include detail and context.</li> <li>- Identify key visual elements in their work and the work of others</li> <li>- Begin to adapt and apply colours to achieve tonal effects, patterns and textures.</li> <li>- Describe what they have achieved and how it is produced using art language.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a wide range of more specialist media to achieve the desired effects.</li> <li>- Compose the work and plan effective use of available space.</li> <li>- Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.</li> <li>- Develop techniques to enable them to create the key elements</li> <li>- Discover, know and use proportion and simple perspective in their work.</li> <li>- Use the primary colours and black and white to mix a full range of hues and tones.</li> <li>- Design and create planned sculptures from single and combined media</li> <li>- Use a wide range of simple to fold to cut, shape and impress patterns in a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a wide range of more specialist media to achieve the desired effects.</li> <li>- Compose the work and plan effective use of available space.</li> <li>- Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.</li> <li>- Develop techniques to enable them to create the key elements.</li> <li>- Discover, know and use proportion and simple perspective in their work.</li> <li>- Discover, know and use the proportions of the human body.</li> <li>- Use the primary colours and black and white to mix a full range of hues and tones.</li> <li>- Design and create planned sculptures from single and combined media</li> <li>- Use a range of techniques for building, joining and decorating clay.</li> </ul>
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<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Select media from a limited range and decide how it might be used.</li> <li>- Experience the work of other artists to begin to identify styles.</li> <li>- Produce their own collage, choosing, cutting, arranging and applying materials focussing on shape.</li> <li>- Talk about their work and the work of others using language appropriate to the visual elements and identify how they combine in the work to achieve specific results.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Draw for different purposes using a range of styles.</li> <li>- Select media from a limited range and decide how it might be used.</li> <li>- Work on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work.</li> <li>- Look at a wide range of drawings and paintings made by artists from a variety of cultures and times and relate them to their own work.</li> <li>- Experience the work of other artists to begin to identify styles.</li> <li>- Choose objects to print to achieve specific results.</li> <li>- Print to make pictures, patterns and textures.</li> <li>- Identify and discuss pattern and texture in natural and man-made objects.</li> <li>- Talk about their print, and the works of others including other artists.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Select the media and predict how they might be used.</li> <li>- Experience a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work.</li> <li>- Choose the style of drawing to match the purpose.</li> <li>- Choose the scale and surface appropriate to the work.</li> <li>- Planning the sculpture, methods, tools and materials.</li> <li>- Choosing materials appropriate to the subject.</li> <li>- Talk about their sculpture and how they were created, and the ideas being investigated.</li> <li>- Relating the work to the work of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Select the media and predict how they might be used.</li> <li>- Choose the scale, surface and material appropriate to the work.</li> <li>- Draw and paint the human figure in isolation, in groups and set in different environments.</li> <li>- Experience a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work.</li> <li>- Choose the style of drawing to match the purpose.</li> <li>- Planning the sculpture, methods, tools and materials.</li> <li>- Talk about their sculpture and how they were created, and the ideas being investigated.</li> <li>- Relating the work to the work of other sculptors.</li> </ul>
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<p style="text-align: center;"><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>- How to draw from direct observation</li> <li>- How to evaluate the work of a successful artist and use it as inspiration for my own work</li> <li>- How to refine my skills using a variety of media and tools in drawing, painting and collaging</li> </ul>	<ul style="list-style-type: none"> <li>- How to mix a range of specific colours</li> <li>- How to choose colours to fit mood and reflect setting</li> <li>- How to use cardboard to make marks using paint</li> <li>- The correct proportions for drawing the human figure</li> </ul>	<ul style="list-style-type: none"> <li>- How to mix a range of tertiary specific colours</li> <li>- How to choose colours to fit mood and reflect setting</li> <li>- How to use and combine collage materials</li> <li>- How to add texture and create the illusion of texture</li> </ul>	<ul style="list-style-type: none"> <li>- How to make marks to show form</li> <li>- How to choose colours to fit mood and reflect setting</li> <li>- How to use the wax resist method</li> <li>- How to mould a figure from one ball of clay</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p>	<p>Space, medium, mixed media, composition, background, middle ground, foreground, horizon, blending, layering, mark making, tonal scale</p>	<p>space, line, medium, mixed media, composition, background, middle ground, foreground, horizon, blending, layering, mark making, scale, perspective, tonal scale, proportion</p>	<p>Space, texture, form, medium, mixed media, composition, background, middle ground, foreground, texture, blending, layering, mark making, scale, perspective, tonal scale, relief</p>	<p>Colour, tone, form, medium, mixed media, composition, proportion, form, wax resist, background, middle ground, foreground, blending, layering, mark making, scale, perspective, tonal scale, moulding</p>

## ART - SPRING TERM

		Year 3	Year 4	Year 5	Year 6
		Drawing & painting (Cityscapes)	Drawing, collage & digital (Sustainability)	Drawing & painting (Egypt)	Drawing & painting (CogArt)
<b>Visual Element</b>		Space Shape	Space Texture Colour	Colour Line Shape	Shape Space Tone
<b>Prior Knowledge</b>		<ul style="list-style-type: none"> <li>- How to draw from direct observation</li> <li>- How to evaluate the work of a successful artist and use it as inspiration for my own work</li> <li>- How to refine my skills using a variety of media and tools in drawing, painting and collaging</li> </ul>	<ul style="list-style-type: none"> <li>- How to mix a range of specific colours</li> <li>- How to choose colours to fit mood and reflect setting</li> <li>- How to use cardboard to make marks using paint</li> </ul>	<ul style="list-style-type: none"> <li>- How to mix a range of tertiary specific colours</li> <li>- How to choose colours to fit mood and reflect setting</li> <li>- How to use and combine collage materials</li> <li>- How to add texture and create the illusion of texture</li> </ul>	<ul style="list-style-type: none"> <li>- How to explore line and tone in order to create proportion and perspective</li> <li>- How to experiment with mark-making and colour to create texture and perspective</li> <li>- How to consider composition in another artist's work and apply this to my own</li> <li>- How to make marks to show form</li> <li>- How to choose colours to fit mood and reflect setting</li> </ul>

<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</li> <li>- Begin to match the approach to the scale of the work.</li> <li>- Describe what they have achieved and how it is produced using art language.</li> <li>- Make drawings and paintings that include detail and context.</li> <li>- Identify key visual elements in their work and the work of others</li> <li>- Begin to adapt and apply colours to achieve tonal effects, patterns and textures.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</li> <li>- Begin to match the approach to the scale of the work.</li> <li>- Describe what they have achieved and how it is produced using art language.</li> <li>- Make drawings that include detail and context.</li> <li>- Identify key visual elements in their work and the work of others</li> <li>- Cut complex shapes from a range of materials with some accuracy.</li> <li>- Tear paper to pre-determined strips and shapes.</li> <li>- Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying.</li> <li>- Apply adhesive sparingly and stick shapes accurately.</li> <li>- Use a digital camera/video camera.</li> <li>- Use photographs and digital images as starting points for artwork.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a wide range of more specialist media to achieve the desired effects.</li> <li>- Compose the work and plan effective use of available space.</li> <li>- Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple perspective in their work.</li> <li>- Discover, know and use proportion and simple perspective in their work.</li> <li>- Discover, know and use the proportions of the human body.</li> <li>- Use the primary colours and black and white to mix a full range of hues and tones.</li> <li>- Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.</li> </ul>	<ul style="list-style-type: none"> <li>- Work with a wide range of more specialist media to achieve the desired effects.</li> <li>- Compose the work and plan effective use of available space.</li> <li>- Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple perspective in their work.</li> <li>- Discover, know and use proportion and simple perspective in their work.</li> <li>- Use the primary colours and black and white to mix a full range of hues and tones.</li> <li>- Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.</li> </ul>
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<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Draw for different purposes using a range of styles.</li> <li>- Select media from a limited range and decide how it might be used.</li> <li>- Look at a wide range of drawings and paintings made by artists from a variety of cultures and times and relate them to their own work.</li> <li>- Experience the work of other artists to begin to identify styles.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Draw for different purposes using a range of styles.</li> <li>- Select media from a limited range and decide how it might be used.</li> <li>- Look at a wide range of drawings made by artists from a variety of cultures and times and relate them to their own work.</li> <li>- Experience the work of other artists to begin to identify styles.</li> <li>- Produce their own collage, choosing, cutting, arranging and applying materials, focusing on colour, shape, texture and pattern.</li> <li>- Experiment with materials to achieve new textures and colours.</li> <li>- Talk about their work and the work of others using language appropriate to the visual elements of space, texture and colour</li> <li>- Look at and talk about collages created by other artists.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Select the media and predict how they might be used.</li> <li>- Choose the scale and surface appropriate to the work.</li> <li>- Draw and paint the human figure in isolation, in groups and set in different environments.</li> <li>- Experience a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and paint from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Select the media and predict how they might be used.</li> <li>- Choose the scale and surface appropriate to the work.</li> <li>- Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work.</li> <li>- Choose the style of drawing to match the purpose.</li> <li>- Experience a wide range of paintings made by other artists from a variety of cultures and times and relating them to their own work.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>- How to use colour to mix and blend a range of primary, secondary and tertiary colours to create a gradient</li> <li>- How to use shape to create proportion</li> <li>- How to use tone to create the illusion of a silhouette</li> </ul>	<ul style="list-style-type: none"> <li>- How to collage, using different materials</li> <li>- How to take influence from a theme or artist to create an individualised response</li> <li>- How to use appropriate colours to represent the mood of a piece of artwork</li> <li>- How to combine different elements and mediums in one piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>- How to explore line and tone in order to create proportion and perspective</li> <li>- How to experiment with mark-making and colour to create texture and perspective</li> <li>- How to consider composition in another artist's work and apply this to my own</li> </ul>	<ul style="list-style-type: none"> <li>- How to further develop mark-making and colour to create texture and perspective</li> <li>- How to use graphite to create tone and shadow</li> <li>- How to further develop an understanding of composition in another artist's work and apply this to my own</li> </ul>



<b>Key Vocabulary</b>	Space, shape, elements, compare, contrast, composition, tint, tone, gradient, silhouette, primary colour, secondary colour, tertiary colour	Space, texture, colour, illustration, effect, collage, mood, combine, apply, mimic, experiment, evaluate	Colour, line, shape, photography, mixed media, horizon, composition, landscape, experiment, proportion, perspective, scale, effect, relief, blending, three-dimensional, texture	Shape, space, tone, tint, shade, mood, texture, graphite, pressure, shadow, gradient, observational, harmonious, complementary, analogue
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<b>ART - SUMMER TERM</b>					
<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	<b>Year 6</b>
<b>Sculpture (Romans)</b>		<b>Drawing &amp; printing (Vikings)</b>		<b>Drawing, painting &amp; sculpture (Greek Democracy)</b>	<b>Printing (Mayans)</b>
<b>Visual Element</b>	Form	Pattern Line	Line Form	Line Pattern Colour	

<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>- How to use a range of materials creatively to design and make products</li> <li>- How to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>- How to take influence from a theme or artist to create an individualised response</li> <li>- How to combine different elements and mediums in one piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>- How to explore line and tone in order to create proportion and perspective</li> <li>- How to experiment with mark-making and colour to create texture and perspective</li> <li>- How to consider composition in another artist's work and apply this to my own</li> <li>- How to apply shape to 3-dimensions in order to create form</li> <li>- How to mould clay to create form</li> <li>- How to join clay together by scoring and slipping</li> </ul>	<ul style="list-style-type: none"> <li>- How to use cardboard to make marks using paint</li> <li>- How to explore line and tone in order to create proportion and perspective</li> <li>- How to experiment with mark-making and colour to create texture and perspective</li> <li>- How to consider composition in another artist's work and apply this to my own</li> </ul>
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<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>- Begin to understand how to create form in 3-dimensions.</li> <li>- Mould malleable materials to create objects and people.</li> <li>- Use simple techniques for building and joining clay.</li> <li>- Use a wider range of tools to cut, shape and impress patterns.</li> <li>- Make armatures to support the work.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and control more specialist media to explore ways in which they can be applied to achieve particular effects.</li> <li>- Begin to match the approach to the scale of the work.</li> <li>- Describe what they have achieved and how it is produced using art language.</li> <li>- Make drawings that include detail and context.</li> <li>- Identify key visual elements in their work and the work of others</li> <li>- Make a more complex printing block from polystyrene printing tiles or similar.</li> <li>- Build a printing block by applying card, string wool, etc.</li> <li>- Ink up a block and print a regular and off-set pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose the work and plan effective use of available space.</li> <li>- Develop techniques to enable them to create the key elements of line and form including proportion and simple perspective in their work.</li> <li>- Work with a wide range of more specialist media and mix media to achieve desired effects.</li> <li>- Use the primary colours and black and white to mix a full range of hues and tones.</li> <li>- Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements.</li> <li>- Design and create planned sculptures from single and combined media using a range of techniques for building, joining and decorating clay.</li> </ul>	<ul style="list-style-type: none"> <li>- Make a more complex printing block from polystyrene printing tiles and cutting it to apply more than one colour.</li> <li>- Ink up a block and print regular and irregular patterns.</li> <li>- Develop offset prints that investigate a range of tessellated approaches.</li> <li>- Develop art language to enable them to identify and talk about pattern and texture in natural and man-made objects.</li> <li>- Relate their work to the work of other artists and describe how the prints could have been made.</li> </ul>
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<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>- Build and construct structures from a range of materials and objects.</li> <li>- Work on a range of scales and sizes.</li> <li>- Combine materials and processes to achieve required effects and meet specific design requirements.</li> <li>- Work with specific malleable and resistant materials to explore their qualities.</li> <li>- Plan the sculpture and select appropriate tools.</li> <li>- Talk about their sculpture and relate it to the work of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw from observation, experience and imaginations, emphasis on first-hand experience.</li> <li>- Select media from a limited range and decide how it might be used.</li> <li>- Work on a range of surfaces and scales, beginning to choose the scale and surface appropriate to the work.</li> <li>- Experience the work of other artists to begin to identify styles.</li> <li>- Experiment with a growing range of printing methods.</li> <li>- Develop monoprints to show use of line, pattern and texture.</li> <li>- Print to make pictures, patterns and textures.</li> <li>- Print more complex patterns.</li> <li>- Identify and discuss pattern and texture in natural and man-made objects.</li> <li>- Talk about their print, and the works of others including other artists.</li> </ul>	<p>Draw from observation, experience and imaginations, emphasis on first-hand experience.</p> <ul style="list-style-type: none"> <li>- Select the media and predict how they might be used.</li> <li>- Choose the scale, surface and materials appropriate to the work.</li> <li>- Experience a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work.</li> <li>- Choose the style of drawing to match the purpose.</li> <li>- Paint from observation, imagination and experience, emphasis on first-hand experience.</li> <li>- Planning the sculpture, methods, tools and materials.</li> <li>- Talk about their sculpture and how they were created, and the ideas being investigated.</li> <li>- Relating the work to the work of other sculptors.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with and combine a range of printing techniques.</li> <li>- Choose methods of printing to achieve specific results.</li> <li>- Show use of line, pattern and colour in their prints.</li> <li>- Plan to use printing to make pictures, patterns and textures.</li> <li>- Collect and classifying a range of printed effects.</li> <li>- Print more complex regular and irregular patterns.</li> <li>- Plan to incorporate the scale, surface and method to achieve the result.</li> <li>- Design printed patterns and textures for collage.</li> <li>- Talk about their print, explain the process and relate it to prints of other artists.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>- How to apply shape to 3-dimensions in order to create form</li> <li>- How to mould clay to achieve the desired form</li> <li>- How to join clay together by scoring and slipping</li> </ul>	<ul style="list-style-type: none"> <li>- How to consider what type of patterns and shapes are appropriate for printing</li> <li>- How to select appropriate materials to print and what kind of effects these produce</li> <li>- How to draw, etch and print a design</li> </ul>	<ul style="list-style-type: none"> <li>- How to draw and apply 2-dimensional shape in order to create 3-dimensional form</li> <li>- How to mould and join clay securely using a variety of techniques including scoring and slipping</li> <li>- How to engrave clay to consider the effect of line on the design of the clay</li> </ul>	<ul style="list-style-type: none"> <li>- How to further consider appropriate patterns and materials for printing</li> <li>- How to successfully draw, etch and print a design</li> <li>- How to consider the effect of colour on the final outcome of the print</li> </ul>

<p style="text-align: center;"><b>Key Vocabulary</b></p>	<p>Form, 3-dimensional, clay, mould, score, slip, join, malleable, attach, sculpt</p>	<p>Pattern, line, material, print, etch, engrave, indent, pressure, roll, negative space, subtractive</p>	<p>Line, form, 3-dimensional, clay, mould, score, slip, join, malleable, attach, sculpt, observation, original</p>	<p>Pattern, line, colour, material, print, etch, engrave, indent, pressure, roll, negative space, subtractive</p>
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