

## Art Curriculum – Categorising knowledge

	Drawing/Sketchbooks	Painting	Printing/Mixed media including Electronic media/digital art	3D Casting, moulding, carving and constructing
<b>EYFS</b>	<p>Summer 2 - Drawing I can draw Lines and Circles Artists studied – MIRO Study</p> <p>Autumn 1 I can draw/ sketch fruit/veg Artists studied – Dennis Wojkiewicz</p>	<p>Summer 2 – I can mix Paint colours &amp; shades. (rainforest plants) Artists studied – Henri Rousseau</p> <p>Autumn 1 – Painting I can paint a self-portrait Artists studied – Picasso, van Gogh, Da Vinci</p>	<p>Autumn 1 – I can use fruit/veg to print Artists studied – Dennis Wojkiewicz</p> <p>Autumn 2 – I can use mixed media to create Poppies (tissue/class resources) Artists studied – Mondrian</p> <p>Summer 1 – Electronic media/digital art I can create an alien</p> <p>Spring 1 – Electronic media/digital art. I can create a picture for Jack &amp; the Beanstalk</p>	<p>Spring 2 - Constructing I can make a clay fossils Artists studied - (Abstract Sculptures   Looking Beyond the Surface (nicolabeattie-sculpture.co.uk))</p> <p>Autumn 1 –Constructing I can create a face using fruit/veg Artists studied - Giuseppe Arcimboldo</p> <p>Autumn 2 – Moulding: I can create a clay Diwali diva lamp Artists studied - various artists (rangoli patterns etc.) Summer 1 – I can create a clay alien Artists studied – Henry Moore</p>
<b>Year 1</b>	<p>Summer 2 – Seasonal Art Artists studied – Van Gogh and Gustav Klimt <a href="#">Weather and Art – Online Guide   Tate</a></p>	<p>Summer 2 – Seasonal Art Artists studied – Van Gogh and Gustav Klimt</p> <p>Spring 2 – clay models and painted nature scenes Artists studied – Clarice Cliff</p>	<p>Autumn 2 Matisse’s garden – collage Artists studied – Henri Matisse</p>	<p>Spring 2 – clay models and painted nature scenes Artists studied – Clarice Cliff</p>
<b>Year 2</b>	<p>Autumn 1 Portraits – sketching, line drawing. Artists studied - Paul Klee</p> <p>Summer 1 Art in nature – observational drawings Artists studied – Andy Goldsworthy,</p> <p>Spring 1 Cityscapes/Landscapes Artists studied - Monet &amp; Van Gogh</p>	<p>Autumn 1 Portraits – watercolour Artists studied - Paul Klee</p> <p>Spring 1 Cityscapes/Landscapes Artists studied - Monet &amp; Van Gogh</p>	<p>Autumn 1 Portraits – collage Artists studied - Pablo Picasso</p> <p>Summer 1 Art in nature – clay moulding &amp; nature sculptures using natural materials Artists studied – Andy Goldsworthy,</p>	<p>Summer 1 Art in nature – clay moulding &amp; nature sculptures using natural materials Artists studied – Andy Goldsworthy,</p>
<b>Year 3</b>	<p>Autumn 1 – Stone Age Art Artists studied – Banksy</p> <p>Spring 2 – Individual Journey Portraiture Artists studied – Paula Rego, Thomas Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkins</p> <p>Summer 2 – Insect Sculptures Artists studied – Louise Bourgeois, Jennifer Angus.</p>	<p>Autumn 1 – Stone Age Art Artists studied – Cave of Altamira and Lascaux Cave and Magura Cave</p>	<p>Spring 2 – Individual Journey Portraiture Artists studied – Paula Rego, Thomas Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkins</p>	<p>Summer 2 – Insect Sculptures Artists studied – Louise Bourgeois, Jennifer Angus.</p>
<b>Year 4</b>	<p>Autumn 1 – Individual Portraiture Artists studied - Lucien Freud</p> <p>Spring 1 – Texture and Fabric Artists studied – Jackson Pollock, John Constable, Thomas Colehere, Claude Monet, Henri Matisse</p>		<p>Autumn 1 – Individual Portraiture Artists studied – Lucien Freud</p> <p>Spring 1 – Texture and Fabric Artists studied – Jackson Pollock, John Constable, Thomas Colehere, Claude Monet, Henri Matisse</p>	<p>Summer 1 – Clay Dragon Eyes Artists studied – Thomas Wright</p>
<b>Year 5</b>	<p>Spring 1 – Self Portraits Artists studied - Frieda Kahlo</p>		<p>Summer 1 - Oil Pastels Artists studied – Lucien Rudeaux</p>	<p>Autumn 1 – Greek Pottery Artists studied - British Museum collection (virtual tour) including a signed pot by the potter Andokides</p>
<b>Year 6</b>	<p>Spring 1 – Shelter drawings Artists studied – Henry Moore, Shelter Drawings,</p>		<p>Spring 2 – Mixed Media (photography, watercolours, pens, glitter and gold leaf) Artist study: Gustav Klimt <i>Adele Bloch-Bauer 1, 1907</i> Link to History – WWII</p>	<p>Spring 1 – Family unit sculpture Artists studied – Henry Moore, <i>Family Group Bronze 1949</i></p>

**Categorising Knowledge and Skills in Art**

	Drawing/Sketchbooks	Painting	Printing/Mixed media Including Electronic media/digital art	3D Casting, moulding, carving and constructing	Reading Book connections
E Y F S	<p>Summer 2 - Drawing I can draw Lines and Circles Artists studied – MIRO Study Link to –ELG Fine Motor Skills 1&amp;2&amp;3, ELG Creating with materials 1&amp;2</p> <p>Autumn 1 I can draw/ sketch fruit/veg Artists studied – Dennis Wojkiewicz Link to – ELG The natural world 1&amp;2&amp;3, ELG Fine Motor Skills1&amp;2, ELG Creating with materials1&amp;2.</p>	<p>Summer 2 – I can mix Paint colours &amp; shades. (rainforest plants) Artists studied – Henri Rousseau Link to – ELG The natural world 1&amp;3, ELG Fine Motor Skills2, ELG Creating with materials1&amp;2</p> <p>Autumn 1 – Painting I can paint a self-portrait Artists studied – Picasso, van Gogh, Da Vinci Link to – ELG Fine Motor Skills&amp;2, ELG The natural world1&amp;2&amp;3, ELG Creating with materials1&amp;2</p>	<p>Autumn 1 – I can use fruit/veg to print Artists studied – Dennis Wojkiewicz Link to – – ELG The natural world1, ELG Fine Motor Skills2, ELG Creating with materials 1&amp;2</p> <p>Autumn 2 – I can use mixed media to create Poppies (tissue/class resources) Artists studied – Mondrian Link to – – ELG The natural world1, ELG Fine Motor Skills1&amp;2, ELG Creating with materials 1&amp;2 ELG People, Culture &amp; Communities1&amp;2</p> <p>Summer 1 – Electronic media/digital art I can create an alien on Busy Things art - Creating with electronic media, package website Artists studied – nil Link to – ELG Fine Motor Skills2, ELG Creating with materials 1&amp;2</p> <p>Spring 1 – Electronic media/digital art. I can create a picture for Jack &amp; the Beanstalk on Busy Things art Artists studied – nil Link to – ELG Fine Motor Skills2, ELG Creating with materials 1&amp;2</p>	<p>Spring 2 - Constructing I can make a clay fossils Artists studied – (Abstract Sculptures   Looking Beyond the Surface (nicolabeattie-sculpture.co.uk)) Link to – – ELG The natural world1&amp;3, ELG Fine Motor Skills2, ELG Creating with materials1&amp;2</p> <p>Autumn 1 –Constructing I can create a face using fruit/veg Artists studied - Giuseppe Arcimboldo Link to – ELG The natural world 1&amp;3, ELG Fine Motor Skills 2, ELG Creating with materials1&amp;2,</p> <p>Autumn 2 – Moulding: I can create a clay Diwali diva lamp Artists studied – nil Link to – ELG Fine Motor Skills 2, ELG Creating with materials 1&amp;2 ELG People, Culture &amp; Communities2,</p> <p>Summer 1 – I can create a clay alien Artists studied – Henry Moore Link to – ELG Fine Motor Skills 2, ELG Creating with materials 1&amp;2</p>	<p>The Dot – Peter Reynolds Beautiful Oops – Barney Saltzberg Miro online art <a href="https://www.tate.org.uk/art/artists/joan-miro-1646">https://www.tate.org.uk/art/artists/joan-miro-1646</a> Henry Moore's sculptures – <a href="#">Look Closer   Tate</a> And other artists website</p>
Y e a r 1	<p>Summer 2 – Seasonal Art Artists studied – Van Gogh and Gustav Klimt Link to science – weather and seasons To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Tier 3 Vocabulary: Line, sketch, observation,</p>	<p>Summer 2 – Seasonal Art Artists studied – Van Gogh and Gustav Klimt Link to science – weather and seasons To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Spring 2 – clay models and painted nature scenes Artists studied – Clarice Cliff Links to science – plants/flowers and nature 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 Tier 3 Vocabulary: Primary colours, secondary colours, acrylic paint, paint palette</p>	<p>Autumn 2 Matisse's garden – collage Artists studied – Henri Matisse Link to science – materials To know about the work of a range of artists, describing the similarities between different practises and disciplines. Evaluate and analyse creative works using the language of art, craft and design. - I can explore a range of art works and discuss their similarities and differences. - I can experiment with colour. - I can talk about the work of Henri Matisse. - I can practise cutting out shapes used by Matisse. - I can place collage materials for maximum effect. - I can create a collage inspired by the work of Henri Matisse. Tier 3 Vocabulary: Complimentary colours, colours, collage, shape, abstract art, design</p>	<p>Spring 2 – clay models and painted nature scenes Artists studied – Clarice Cliff Links to science – plants/flowers and nature 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 Tier 3 Vocabulary: Texture, clay, glaze, environmental art, modelling,</p>	<p>Matisse's garden – Samantha Friedman (Link to the life of Matisse and collages).</p>

## Art Curriculum – Categorising knowledge

Y e a r 2	<p><b>Autumn 1 Portraits – sketching, line drawing.</b>  <b>Artists studied - Paul Klee</b>  <b>Link to PSHE – Being me in my world</b>          To develop a wide range of art and design techniques, such as using watercolours to create a self-portrait.          To know about the work of a range of artists, describing the similarities between different practises and disciplines.          - I can explain what a self-portrait is.          - I can draw a self-portrait.          - I can explain that Picasso was a famous artists who painted portraits.          - I can use colours to portray emotions in a portrait.          - I can talk about Picasso’s abstract portraits.          I can use collage materials to make an abstract portrait.          - I can talk about the work of Paul Klee          - I can create a line drawing.</p> <p><b>Summer 1 Art in nature – observational drawings</b>  <b>Artists studied – Andy Goldsworthy,</b>  <b>Link to Science – Animals &amp; their habitats &amp; plants</b>          To use a range of materials creatively to design and make products.          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.          To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.          - I can draw an observational drawing of a natural object.</p> <p><b>Spring 1 Cityscapes/Landscapes</b>  <b>Artists studied - Monet &amp; Van Gogh</b>  <b>Link to History – Great Fire of London</b>          To develop a wide range of art and design techniques in using colour and texture.          To use painting to develop and share their ideas, experiences and imagination.          To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.          - I can use pastels to create a cityscape.          - I can describe the work of the artist, Monet.          - I can use colour and pattern to create a landscape.          - I can describe the work of the artist Metzinger.</p> <p><b>Tier 3 Vocabulary:</b>  <b>Light, shade, observational, abstract, realistic</b></p>	<p><b>Autumn 1 Portraits – watercolour</b>  <b>Artists studied - Paul Klee</b>  <b>Link to PSHE – Being me in my world</b>          To develop a wide range of art and design techniques, such as using watercolours to create a self-portrait.          To know about the work of a range of artists, describing the similarities between different practises and disciplines.          - I can talk about portraits by Paul Klee          - I can use watercolours to create a background.</p> <p><b>Spring 1 Cityscapes/Landscapes</b>  <b>Artists studied - Monet &amp; Van Gogh</b>  <b>Link to History – Great Fire of London</b>          To develop a wide range of art and design techniques in using colour and texture.          To use painting to develop and share their ideas, experiences and imagination.          To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.          - I can paint a landscape using colour and texture.          - I can describe the work of the artist, Monet.          - I can use colour, texture and line in a landscape.          - I can describe the work of the artist, Van Gogh.</p> <p><b>Tier 3 Vocabulary:</b>  <b>Primary colours, secondary colours, monochrome, period, complimentary colours, watercolour paint,</b></p>	<p><b>Autumn 1 Portraits – collage</b>  <b>Artists studied - Pablo Picasso</b>  <b>Link to PSHE – Being me in my world</b>          To develop a wide range of art and design techniques, such as collage to create a self-portrait.          To know about the work of a range of artists, describing the similarities between different practises and disciplines.          - I can explain that Picasso was a famous artists who painted portraits.          - I can use colours to portray emotions in a portrait.          - I can talk about Picasso’s abstract portraits.          - I can use collage materials to make an abstract portrait.</p> <p><b>Summer 1 Art in nature – clay moulding &amp; nature sculptures using natural materials</b>  <b>Link to Science – Animals &amp; their habitats &amp; plants</b>          To use a range of materials creatively to design and make products.          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.          To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.          - I can make a collage about my work on nature sculptures.          - I can talk about my work on nature sculptures.</p> <p><b>Tier 3 Vocabulary:</b>  <b>colours, collage, shape, abstract art, design, cubism, perspective</b></p>	<p><b>Summer 1 Art in nature – clay moulding &amp; nature sculptures using natural materials</b>  <b>Link to Science – Animals &amp; their habitats &amp; plants</b>          To use a range of materials creatively to design and make products.          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.          To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.          - I can make a clay model of a natural object.          - I can talk about nature sculptures.          - I can talk about nature sculptures.          - I can make my own land art.          - I can talk about the artist Andy Goldsworthy.</p> <p><b>Tier 3 Vocabulary:</b>  <b>Texture, clay, glaze, environmental art, modelling</b></p>	<p>Katie and the Starry Night – James Mayhew (<a href="#">Link to Van Gogh</a>).</p> <p>Bob’s Blue Period – Marion Deuchars (<a href="#">Link to portrait work on emotions</a>).</p> <p>The Magical Garden of Claude Monet – Laurence Anholt (<a href="#">Link to Claude Monet, landscape unit</a>).</p>
Y e a r 3	<p><b>Autumn 1 – Stone Age Art</b>  <b>Artists studied – Banksy</b>  <b>Link to History – Stone Age</b>          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.</p>	<p><b>Autumn 1 – Stone Age Art</b>  <b>Artists studied – Cave of Altamira and Lascaux</b>  <b>Cave and Magura Cave</b>  <b>Link to History – Stone Age</b>          Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Spring 2 – Individual Journey Portraiture</b>  <b>Artists studied – Paula Rego, Thomas Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkins</b>          To learn about great artists, architects and designers in history, in the context of Paula Rego.          To improve mastery of art and design techniques, including drawing, in the context of illustrating a story.</p>	<p><b>Summer 2 – Insect Sculptures</b>  <b>Artists studied – Louise Bourgeois, Jennifer Angus.</b>          To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.          Know about great artists, craft makers and designers.          - To analyse sculptures by Louise Bourgeois.</p>	<p>Scribble boy - Philip Ridley – link to graffiti - PR to re-read as this has some other curriculum</p>

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	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <ul style="list-style-type: none"> <li>- To use drawing skills to draw an animal that existed in the Stone Age.</li> </ul> <p><b>Spring 2 – Individual Journey Portraiture</b>  <b>Artists studied – Paula Rego, Thomas Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkins</b></p> <p>To learn about great artists, architects and designers in history, in the context of Paula Rego.</p> <p>To improve mastery of art and design techniques, including drawing, in the context of illustrating a story.</p> <ul style="list-style-type: none"> <li>- To analyse and identify portraits within a landscape created by Thomas Gainsborough.</li> </ul> <p><b>Summer 2 – Insect Sculptures</b>  <b>Artists studied – Louise Bourgeois, Jennifer Angus.</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Know about great artists, craft makers and designers.</p> <ul style="list-style-type: none"> <li>- To draw an observational drawing of an insect.</li> </ul>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <ul style="list-style-type: none"> <li>- To understand how animals influenced art during the Stone Age.</li> <li>- To analyse and identify Stone Age art.</li> <li>- To use different tools to create marks.</li> <li>- To use stencil techniques to create silhouettes and layering.</li> <li>- To plan and a cave painting inspired by Stone Age art and design.</li> <li>- To use different tools and painting techniques to create cave paintings.</li> <li>- To understand forms of communication in the Stone Age.</li> </ul>	<ul style="list-style-type: none"> <li>- To use collage to create memory postcards inspired by Sonia Boyce.</li> <li>- To create different effects in portraits by using a range of media inspired by Lucian Freud.</li> <li>- To plan a sensory box inspired by abstract cut ups and Howard Hodgkins.</li> <li>- To create a multimedia sensory box which creates a sense of individual journey.</li> </ul>	<ul style="list-style-type: none"> <li>- To create a spider mosaic inspired by Louise Bourgeois.</li> <li>- To plan an insect sculpture inspired by Jennifer Angus.</li> <li>- To learn about the artist Jennifer Angus.</li> <li>- To create an insect sculpture inspired by observational drawing, Louise Bourgeois and Jennifer Angus.</li> </ul>	<p>links too – possibly PSHCE.</p> <p>Kafka for kids – Matthew Roth – a version of ‘Metamorphosis’ by Franz Kafka for children. The images by a London based fine artist – lots of stylised images of insects.</p>
Year 4	<p><b>Autumn 1 – Individual Portraiture</b>  <b>Artists studied - Lucian Freud</b></p> <p>To improve mastery of art and design techniques.</p> <ul style="list-style-type: none"> <li>- To analyse portraits by Freud, including thinking about the painter’s choices</li> <li>- To discuss personal reactions to Freud’s artwork</li> <li>- Use a range of media to develop texture and shading (such as drawing hair)</li> <li>- I can draw a self-portrait using correct spacing</li> </ul> <p><b>Spring 1 – Texture and Fabric</b>  <b>Artists studied – Jackson Pollock, John Constable, Thomas Colehere, Claude Monet, Henri Matisse</b></p> <p>To create sketchbooks to record observations and use them to review and revisit ideas with observational drawings.</p> <p>To improve their mastery of art and design techniques.</p> <p>About great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>- To create an observational drawing of a natural object</li> <li>- To create an observational drawing of a natural object using pen.</li> </ul>		<p><b>Autumn 1 – Individual Portraiture</b>  <b>Artists studied – Lucien Freud</b></p> <p>To improve mastery of art and design techniques.</p> <ul style="list-style-type: none"> <li>- To analyse portraits by Freud, including thinking about the painter’s choices</li> <li>- To discuss personal reactions to Freud’s artwork</li> <li>- Use a range of media to develop texture and shading (such as drawing hair)</li> <li>- I can draw a self-portrait using correct spacing</li> </ul> <p><b>Spring 1 – Texture and Fabric</b>  <b>Artists studied – Jackson Pollock, John Constable, Thomas Colehere, Claude Monet, Henri Matisse</b></p> <p>To create sketchbooks to record observations and use them to review and revisit ideas with observational drawings.</p> <p>To improve their mastery of art and design techniques.</p> <p>About great artists, architects and designers in history.</p> <ul style="list-style-type: none"> <li>- To learn about great artists, architects and designers in history in the context of Jackson Pollock, John Constable, Thomas Colehere and Claude Monet.</li> <li>- To analyse the work of famous artists.</li> <li>- To learn about the artist Henri Matisse.</li> <li>- To improve mastery of art and design techniques in the context of printmaking.</li> </ul>	<p><b>Summer 1 – Clay Dragon Eyes</b>  <b>Artists studied Thomas Wright</b></p> <p>To research the design inspiration, techniques and execution of sculptors who use clay.</p> <p>To plan a sculpture based on the work and inspiration of another artist.</p> <p>To create an original piece of art work inspired by other artists.</p> <p>To evaluate own work and identify successes and next steps.</p>	<p>How to Train Your Dragon – Cressida Cowell links to Vikings topic in Summer term/dragon eyes</p>
Year 5	<p><b>Spring 1 – Self Portraits</b>  <b>Artists studied - Frieda Kahlo</b></p> <ul style="list-style-type: none"> <li>To analyse the work of Frieda Kahlo</li> <li>To make a sketch based on a famous piece of art</li> <li>To recreate a Frieda Kahlo portrait using correct anatomical dimensions</li> </ul>		<p><b>Summer 1 - Oil Pastels</b>  <b>Artists studied – Lucien Rudeaux</b>  <b>Link to: Science - space</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture</p>	<p><b>Autumn 1 – Greek Pottery</b>  <b>Artists studied – British Museum collection (virtual tour) including a signed pot by the potter Andokides</b>  <b>Link to History – Ancient Greeks</b></p>	<p>Frieda Kahlo: Little People, Big Dreams DK          Eyewitness: Links to</p>

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	<p>To explore the shapes of plants to create a natural backdrop for our self-portrait</p> <p>To explore a range of techniques with acrylic paint To design our own self-portrait in the style of Frieda Kahlo;</p> <p>To paint a final self-portrait in the style of Frieda Kahlo</p>		<p>with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p> <p>To experiment with a range of oil pastel techniques</p> <p>To re-create a piece of space art following a tutorial</p> <p>To analyse the work of Lucien Rudeaux; To design our own piece of space art, inspired by Lucien Rudeaux</p> <p>To create our own piece of space art, inspired by Lucien Rudeaux</p>	<p>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].</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>- To evaluate Ancient Greek pots and pottery techniques.</p> <p>- To improve our mastery of clay techniques.</p> <p>- To experiment with different Greek designs and decide on a final design.</p>	<p>History - Ancient Greece</p>
Year 6	<p><b>Spring 1 – Shelter drawings (Part 1)</b></p> <p><b>Artists studied – Henry Moore, Shelter Drawings, Link to History – WWII</b></p> <p>Understand the content of Henry Moore’s Shelter Drawings</p> <p>Understand the messages portrayed in the pictures by studying the position of the bodies and the facial expressions.</p> <p>Use ideas gathered so far to make a composite shelter drawing.</p> <p>Children create a tunnel background.</p>	<p><b>Spring 2 – Mixed Media (photography, watercolours, pens, glitter and gold leaf)</b></p> <p><b>Artist study: Gustav Klimt Adele Bloch-Bauer 1, 1907</b></p> <p><b>Link to History – WWII</b></p> <p>Lesson 1 – composition</p> <p>Lesson 2 – colour and pattern</p> <p>Lesson 3 – Layering, texturizing and replicating/inspired by artist</p> <p>To analyse the work of Gustav Klimt</p> <p>To design our own piece of mixed media art, inspired by Gustav Klimt</p> <p>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].</p> <p>Learn about great artists, architects and designers in history.</p> <p>To experiment with a range of mixed media techniques</p> <p>Materials – gold glitter, pens and leaf.</p>	<p><b>Spring 1 – Family unit sculpture (Part 2)</b></p> <p><b>Artists studied – Henry Moore, Family Group Bronze 1949</b></p> <p><b>Link to History – WWII</b></p> <p>Lesson 1 Preliminary sketches/design</p> <p>Lesson 2 Building a maquette</p> <p>Lesson 3 Family group sculptures</p> <p>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].</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To evaluate Henry Moore sculpturing techniques.</p> <p>To improve our mastery of clay techniques.</p> <p>Materials – air dry clay</p>	<p>I Dream of Peace: Images of War by Children of Former Yugoslavia</p> <p>Links to History – World War 2</p>	

This overview organises the curriculum into our main categories to support the children with making important learning connections and support with building subject schema. If you would like further detail regarding this curriculum area please e-mail your enquiry to: [admin@rivermead.wokingham.sch.uk](mailto:admin@rivermead.wokingham.sch.uk) with the subject “Art Curriculum enquiry FAO Curriculum and Art leader”