



ART CURRICULUM OVERVIEW

	Year 1			Year 2		
<p>Key Stage 1 – Subject Content Scheme of Work – Beech Hyde’s own</p> <p>National Curriculum</p>	<p>Fireworks KEY Skills & Techniques: colour & texture KEY Areas of Study: collage, textiles & painting.</p>	<p>Self Portrait KEY Skills & Techniques: line, shape & space KEY Areas of Study: drawing & painting & digital media</p>	<p>Bugs and Beetles KEY Skills & Techniques: shape and form using clay KEY Areas of Study: sculpture & textiles</p>	<p>Make a Rainbow KEY Skills & Techniques: colour, shape, space KEY Areas of Study: painting</p>	<p>Mother Nature, Designer KEY Skills & Techniques: line, shape, colour & texture KEY Areas of Study: drawing, collage, textiles & digital media</p>	<p>Fruity KEY Skills & Techniques: pattern, line KEY Areas of Study: printing</p>
Explore To use a range of materials creatively to design and make products	✓	✓	✓	✓	✓	✓
Media To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	✓	✓	✓	✓	✓	✓
Techniques To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		✓	✓	✓	✓	✓
Great Artists 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.	✓	✓	✓	✓	✓	✓
Choice of artist Beech Hyde Curriculum	Artist: William Turner ‘Venice: Fireworks on the Molo’.	Artist: Vincent Van Gogh ‘Self Portraits’ Artist: Pablo Picasso ‘Self Portraits’ Artist: Zinaida Serebriakova ‘Self Portraits’	Artist: Matisse ‘Snail’ Artist: Damian Hirst ‘Hearts and Butterflies.’	Artist: Paul Klee, ‘Castle and Sun’, ‘Fire in the Evening’, ‘Senecio’, ‘Letters’ Artist: Wassily Kandinsky, ‘Squares with concentric Circles’, ‘Yellow-Red-Blue-’	Artist: Georgia O’Keefe: ‘Golden Hibiscus’, ‘Light of Iris’ Andy Goldsworthy	Artist: William Morris, ‘Strawberry Thief’, Designer: Cath Kidston ‘Mini Strawberry’, ‘



ART CURRICULUM OVERVIEW

	Year 3			Year 4		
<p style="text-align: center;">Key Stage 2 – Subject Content Scheme of Work – Beech Hyde’s own</p> <p>National Curriculum</p>	<p>Starry Night KEY Skills & Techniques: colour & texture KEY Areas of Study: painting & textiles</p>	<p>Relationships KEY Skills & Techniques: line, shape & space KEY Areas of Study: drawing & digital media</p>	<p>Can art improve your environment? KEY Skills & Techniques: form, shape & line KEY Areas of Study: drawing & sculpture</p>	<p>Weaving rainbows KEY Skills & Techniques: form, colour, pattern KEY Areas of Study: textiles & drawing</p>	<p>Landscapes KEY Skills & Techniques: colour, line, space KEY Areas of Study: painting</p>	<p>Dream prints KEY Skills & Techniques: pattern, space, texture KEY Areas of Study: printing</p>
<p>Explore/ Techniques / Media To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	✓	✓	✓	✓	✓	✓
<p>Explore To create sketch books to record their observations and use them to review and revisit ideas</p>	✓	✓	✓	✓	✓	✓
<p>Techniques / Media 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>Great Artists Learn about great artists, architects and designers in history.</p>	✓	✓	✓	✓	✓	✓
<p>Choice of artist Beech Hyde Curriculum</p>	<p>Artist: Vincent Van Gogh ‘Starry Night’ Artist: Helen Frankenthaler ‘Star Gazing’ Artist: Joseph M W Turner, ‘The River Tyne’, ‘Fishermen at Sea’.</p>	<p>Artist: David Hockney ‘Mr and Mrs. Clark and Percy’, ‘Shirley Goldfarb & Gregory Masurovsky’. Artist: Mary Cassett ‘Breakfast in Bed’, ‘The Sisters’</p>	<p>Henry Moore ‘Large Figure in a Shelter’, ‘Double Oval’. Artist & Sculptor: Diane Maclean ‘Mountain’, ‘Forest of Light – Keele University’</p>	<p>Artist: Judith Shaw ‘Dawn Mandala’, ‘Lotus Mandala’.</p>	<p>Leonid Afremov, ‘Sunset’ Claude Monet, ‘Water Lillies’ Lowry, ‘Urban Landscape’ Suggested by A.Dell for perspective examples Artist: Emily Carr, ‘Totem walk in Sitka’, ‘Autumn in France’</p>	<p>Artist: Salvador Dali ‘The Elephants’, ‘The Persistence of Memory’. Artist: Megan Duncanson, ‘Little Village’, ‘“Winter Sparkle’, ‘</p>



ART CURRICULUM OVERVIEW

	Year 5			Year 6		
Key Stage 2 – Subject Content Scheme of Work – Beech Hyde’s own National Curriculum	William Morris KEY Skills & Techniques: colour, pattern, space KEY Areas of Study: drawing & printing (on fabric)	Objects and Meaning KEY Skills & Techniques: line, shape, space, colour KEY Areas of Study: drawing & painting	Cultural Art KEY Skills & Techniques: pattern, form, line KEY Areas of Study: painting, drawing, sculpture	Me, Me, Me! KEY Skills & Techniques: colour, line, pattern, space KEY Areas of Study: drawing, printing, painting	Cityscapes KEY Skills & Techniques: line, shape, texture KEY Areas of Study: painting & sculpture	Tin Textiles KEY Skills & Techniques: texture, form, shape KEY Areas of Study: 3D textiles including sewing & collage
Explore/ Techniques / Media To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design	✓	✓	✓	✓	✓	✓
Explore To create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓	✓	✓	✓
Techniques / Media 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]	✓	✓	✓	✓	✓	✓
Great Artists Learn about great artists, architects and designers in history.	✓	✓	✓	✓	✓	✓
Choice of artist Beech Hyde Curriculum	Artist: William Morris, ‘Pimpernel’, ‘Acanthus’. Designer: Cath Kidston ‘Hello Hydrangea’, ‘Blossom Birds’, ‘Kensington Rose Blue’ (‘London Streets’ shows repeats well).	Artist: Pierre Renoir ‘Still Life with Fruit 1881’, ‘Pomegranates’. Artist: Hans Holbein, ‘The Ambassadors’ Artist: Clara Peeters, ‘Still Life with Cheeses, Almonds and Pretzels’, ‘Still Life with Crab, Shrimp and Lobster’	Artist: Ancient Greek works, British Museum & The Met Museum authentic examples Artist: Aboriginal Art example Clifford Possum Tjapaltjarri, Aboriginal animals various	Artist: Sandhi Schimmel ‘Gold’ & various eco-friendly recycled paper portrait works Artist: Pablo Picasso ‘Dora Maar’, ‘Self Portraits’ Artist: Andy Warhol ‘Blue Marilyn’ Artist: Mickalene Thomas ‘Don’t Forget About Me’	Architect: Antoni Gaudi ‘La Sagrada Familia’, ‘La Pedrera’. Artist: Sue Averall, ‘Frank’s Way’, ‘Journey’, ‘NYC Dreaming’. Artist: Georgia O’Keefe, ‘The Shelton with Sunspots’, ‘New York City with Moon’, ‘Radiator Building, Night, New York’. Artist: Debbie Smyth ‘Trolley’, ‘Chair’ Artist: Lindsay Taylor, ‘Teacup & Saucer’, ‘Crocus Bag’.	Artist: Andy Warhol ‘Campbell’s Soup Cans’, ‘Green Coca-Cola bottles’. Artist: Debbie Smyth ‘Trolley’, ‘Chair’ Artist: Lindsay Taylor, ‘Teacup & Saucer’, ‘Crocus Bag’.



Curriculum Drivers

Subject: Art

Challenge	<p>We provide opportunities for children to share skills through house events and art days</p> <p>We celebrate art within the classrooms by displaying the work that is done by each individual</p> <p>We talk to the children about how to develop their skills and challenge them to create more detailed work</p>
Inclusion	<p>Differentiation (through task, resources, support or outcome) ensures all pupils are included in art lessons</p> <p>Art is a representation of what a child sees and feels. The children are supported in producing a piece of art that meets their understanding of the stimulus.</p> <p>The children explore art through a range of different artist each term and have the opportunity to see how a theme is represented by different people.</p>
Positive Minds	<p>Resilient tortoise Through art we recognise mistakes are a way to improve our skills and work towards a refined finished product. Art is an expression of what children see and feel and therefore children are encouraged to recognise their own style within their art work.</p> <p>Independent rhino The children will work on a piece of art independently, using all the building blocks given to create an accurate piece of work.</p> <p>Risk-taking penguin Art provides the opportunity to try new techniques and skills and experiment with how that effects the look of a piece of work.</p> <p>Reflective owl The children are given the opportunity to reflect on their art work and make decisions about how they can improve.</p> <p>Curious and creative chameleon The art curriculum allows the children to explore a range of artists and use this as a stimulus for their own creativity.</p>