



CURRICULUM

Art



Intent

At Southville Primary School, we aspire to be artists. Our art curriculum aims to give each child the opportunity to cultivate their creative potential in a nurturing and supportive environment. We introduce the children to a broad range of artists, architects and designers, both contemporary and historic. We teach them to draw on the skills and knowledge of local, national and international artists and designers in order to enrich their work and play an active role in their creative community.

We do this by:

- Making sure that art objectives are delivered in the context of an exciting and engaging topic within our Wider Curriculum model.
- Ensuring the children experience a range of mediums, techniques and styles
- Developing and improving the children's mastery of art and design techniques within and across the years
- Giving the children the freedom to express their own views in order to critique and appreciate various artists and their work
- Developing children's understanding of different artists, their individual styles, and the historical, cultural or personal contexts in which their work was created.
- Providing our children with opportunities to share and present art and design work that they are proud of
- Organising visits to local art galleries and museums, as well as events such as parent visits to allow our children to experience first-hand learning opportunities within their local environment.

Implementation

Our Art curriculum is rigorous, challenging, and interconnected, designed to help children become experts in the subject. It fits within our wider curriculum model, where children fully immerse themselves in a specific topic or area of focus for a term, engaging with two 'key driver' subjects (Science, History, Geography, Art, or Design and Technology). While each unit has a central, overarching focus, Art is valued as its own discipline and is taught discreetly. When Art serves as a 'key driver' subject, it follows a separate plan anchored by a specific 'key question' that guides the unit's exploration and outcomes. Key subject-specific elements integral to most units have been identified, providing a valuable reference for teachers during planning. This ensures that both the substantive knowledge and disciplinary skills of Art are explicitly learned and progressively built upon.

The Art curriculum follows a coherent, well-sequenced plan that ensures pupils progress logically through their learning journey, with clear objectives and outcomes at each stage. Lesson sequences are structured to scaffold learning effectively, with adaptations to meet the diverse needs of all pupils. Mid-term plans align with National Curriculum objectives, ensuring that content and progression meet and go beyond statutory requirements. To deepen learning and make it more relevant, units incorporate a Local Anchor Point, visit/visitor, and key figures, connecting pupils with their local context. Diversity, equity, and inclusion are embedded throughout the curriculum, representing a wide range of perspectives so that all pupils can see themselves reflected in their learning.

Impact

To ensure our curriculum is effective and continuously improving, subject leaders assess the impact of individual units and the curriculum as a whole through a process of triangulation. This includes looking at the quality of work in books to see how children are demonstrating their learning, reviewing medium-term plans to evaluate how well sequences build on prior knowledge and focus on the most important content, and gathering pupil voice. Through conversations with pupils, subject leaders assess what children know and remember, how well they can make connections to prior learning, and whether the intended learning from the plans has been successfully embedded. We recognise that not all disciplinary knowledge is captured in books, so pupil voice plays a vital role in assessing the broader impact. Findings are then shared with staff to support ongoing refinement of teaching and learning. This may involve adjusting the sequence of lessons, improving models and explanations, or increasing opportunities for consolidation. Where gaps, misconceptions or forgotten learning are identified, teachers plan for re-teaching or revisiting in future units to ensure knowledge is remembered and built upon over time.

Content Overview

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|--|--|---|---|--|--|
| Driver Unit | <p>The Victorians</p> <p>William Morris</p> <p>Can you make a repeating pattern like William Morris?</p> | <p>4500 Miles Away</p> <p>Kingston Street Artists</p> <p>Bristol & Jamaica - What's the same? What's different?</p> | <p>Brilliant Light</p> <p>Van Gogh</p> <p>How can we use light and art to share something special about where we live?</p> | <p>Splash!</p> <p>David Hockney</p> <p>How do artists represent water?</p> | <p>Carnival</p> <p>Caribbean Carnival Arts</p> <p>What story will your carnival headdress tell?</p> | <p>Bristol Street Art</p> <p>'Southfest' Artists</p> <p>How do street artists design and use stencils?</p> |
| | <p>Life Under Water</p> <p>Can you use a range of materials to create a mixed media collage of the ocean?</p> | <p>Power of Pictures</p> <p>Local Graphic Designers</p> <p>How can pictures tell a story?</p> | | | | <p>My, How You've Changed</p> <p>Darwin</p> <p>How do artists create detailed observational sketches, using shape, line, shading and texture?</p> |

NC Coverage Map

| NC Strand | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------------------|--|---|--|---|---|---|
| Drawing | The Victorians: observational drawing, mark making | Power of Pictures: proportion, sequential/comic drawing | Brilliant Light: sketching landmarks & lantern designs | Splash!: observational drawing, tonal control | Carnival: detailed sketching, refinement | My, How You've Changed: accurate observational drawing, shading & proportion |
| Painting | The Victorians: colour mixing, painting techniques | 4500 Miles Away: blending, colour exploration | Brilliant Light: painting, light & colour mixing | Splash!: watercolour, layering, blending | Carnival: blending, colour & detail | Bristol Street Art: spray painting & large-scale colour application |
| Sculpture / 3D | | | Brilliant Light: lantern construction | | Carnival: headdress sculpture | Bristol Street Art: mural/stencil construction |
| Printing | The Victorians: printing techniques, repetition | | Brilliant Light: printing landmarks | | | Bristol Street Art: stencil printing |
| Collage & textiles | Life Under Water: mixed media collage | 4500 Miles Away: collage & layering | | | Carnival: collage, mixed media | |
| Artist study | William Morris | Kingston & Bristol street artists Comic Artists | Van Gogh | David Hockney | Caribbean Carnival | Andy Council, Tom Hodgkinson, Farrah Fortnam, Vanessa Scott, Banksy; Darwin (scientific illustration) |
| Evaluation / sketchbooks | Introduced | Developing | Recording & planning ideas | Annotating & refining sketchbooks | Critiquing work & improving independently | Evaluating, refining & presentation |

Progression Overview

| | Technical | Methods and Techniques | Theoretical | Responding to Art |
|-----------|--|---|--|--|
| Reception | Explore different materials and tools by touching and using them. | Explore mark-making, painting and collage through tactile experimentation with a range of materials. | Hear about artists and explore their work through stories and images. | Share what they like about different artworks. |
| Year 1 | Begin to control lines and shapes with increasing care. | Use printing, painting and collage to create repeating patterns, developing control of line, shape and colour. | Learn about individual artists and describe key features of their style. | Describe what they see in artworks using simple words (e.g., colours, shapes). |
| Year 2 | Develop greater control in drawing and painting, improving neatness and accuracy. | Develop blending, shading and proportion in drawing; use collage and paint to show texture. | Compare artists and recognise how art can reflect different places and communities. | Talk about their favourite parts of an artwork using terms like "pattern." |
| Year 3 | Improve accuracy when drawing from observation, paying attention to shape and proportion. | Apply sketching, painting and construction to create 3D lanterns, using colour mixing and simple shading to show light. | Understand how time, place and culture influence an artist's work. | Discuss how different elements like colour and shape are used in artworks. |
| Year 4 | Use shading and tone to create form with increasing precision. | Use watercolour, tonal shading and layering to represent reflection and movement with increasing control. | Learn about significant art movements and how artists represent ideas and themes. | Give simple feedback on artworks, saying what they like and what could be better. |
| Year 5 | Refine work by editing and improving detail, proportion and composition. | Refine sketching and mixed media to design detailed symbolic headdresses with accuracy and craftsmanship. | Explore how artists express identity, belief and symbolism within historical contexts. | Talk about what the artist might be trying to show and how the artwork makes them feel. |
| Year 6 | Demonstrate technical control and precision across mediums, showing deliberate refinement and craftsmanship. | Demonstrate precision in stencil cutting, spray painting and observational drawing to produce refined artwork. | Research artists and movements, explaining their influence, purpose and relevance today. | Analyse artwork in more detail, using art vocabulary to explain their thoughts and feelings. |

Key Terms

Practical Knowledge (Developing technical proficiency)

Methods, techniques, media, materials, technical language, formal elements and principles of art.

We provide children with the core subject knowledge and vocabulary about the creative artistic processes of the chosen disciplines through the explicit teaching of practical techniques and the use of correct terminology within their lessons. Our pupils will develop a secure understanding of the seven elements of art and will be able to consider these when working artistically to envision or create their own artwork. The seven elements of working artistically are:

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?
- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

Alongside this practical knowledge, our pupils will also be exposed to a diverse array of inspirational artists from a range of different genres, artistic movements, cultural traditions and eras in time. Children will acquire an understanding of art history and the significance of their focal artist for each unit. This theoretical awareness will provide them with contextual relevance of art and inspire them to draw upon their own experiences to produce high-quality pieces with a clear rationale.

Theoretical Knowledge (Knowledge of artists and art history)

Art movements, genres, themes, artists and art, including context and significance.

Introducing the historical and cultural context of artists and artwork from a diverse range of art, craft and design examples – not only names, dates and facts, but also meanings and interpretations; helping to put practical knowledge into context and make creative links. Artists don't create in a vacuum; they are influenced by the work of their contemporaries, historical artists, the political situation, and different cultural traditions. We provide a variety of different 'stories of art' – with diversity across artistic traditions, time periods and communities.

Disciplinary Knowledge (How art is studied, discussed and judged)

This links to how 'experts' have expressed quality and value throughout history as well as considering 'what is art?'.

As part of our Art and Design Curriculum, we aim to equip children with secure practical and theoretical knowledge, so they can interact with art itself as a discipline. Children are encouraged to discuss, debate, critique and consider the subjective value of various pieces of art including their own, their peers as well as the work of celebrated artists. Our pupils will explore the dynamic impact art has had throughout time, to make sense of what art is whilst overall enriching their own appreciation of the subject. providing plenty of opportunities for children to question why and how artists do what they do, and for interpretation and discussion.

| Artistic Focus | | | |
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| Drawing | Painting | Sculpture | Other |
| <ul style="list-style-type: none"> • Media – Graphite, pen, ink, charcoal, oil pastel, soft pastel • Methods and techniques—Mark making, hatching, cross hatching, scribble, stippling, blending, shading, enlarging, reducing, gridding, sighting • Area of artistic focus: Children explore colour, pattern, texture, line, shape, form and space when practising these fundamental elements, developing their creativity and mastery of techniques. | <ul style="list-style-type: none"> • Media – Poster paint, powder paint, paint blocks, watercolours • Methods and techniques –colour mixing blocking in, wet on wet, building up, dry brushing, printing • Area of artistic focus: Children explore colour, pattern, texture, line, shape, form and space when practising these fundamental elements, developing their creativity and mastery of techniques. | <ul style="list-style-type: none"> • Media– Clay, cardboard, card, found objects • Methods and techniques—Modelling, carving, fixing or joining materials such as card, soldering, glueing • Area of artistic focus: Children explore colour, pattern, texture, line, shape, form and space when practising these fundamental elements, developing their creativity and mastery of techniques | <ul style="list-style-type: none"> • Collage • Mosaics • Digital Art • Textiles (link to DT) |

| National Curriculum | |
|--|--|
| KS1 | KS2 |
| <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. | <ul style="list-style-type: none"> • 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. • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history |

Medium Term Plans

| EYFS | | |
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| Linked ELG | <p>Expressive Arts and Design</p> <p>Art and Design in the EYFS Framework falls predominantly under the Expressive Arts and Design area of learning. In addition, ‘drawing’ is referred to in Physical Development within Fine Motor Skills. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing | |
| Examples of Art in an Enabling Environment | <p>Paint</p> <ul style="list-style-type: none"> • Using a range of tools, e.g. brushes, hands, feet, straws, sponges, stencils • Talking about, exploring or recreating an artists work. • Following own ideas to create art work. • Planning which resources and tools are needed to create a desired outcome. • Exploring colour mixing to achieve a desired effect. • Painting people, places or things. • Painting in response to music. • Exploring books containing paintings or class portfolios <p>Clay and Dough</p> <ul style="list-style-type: none"> • Creating 3D models • Using tools to shape, carve and manipulate. • Adding additional resources to their creations. • Creating 3D patterns and shapes. • Mark making <p>Outdoors</p> <ul style="list-style-type: none"> • Transitional art using natural materials. • Creating patterns. • Building 3D models or structures, both large and small scale. • Create large 2D pictures using resources, paint, chalk or water. • Talking about patterns, shapes, textures and the beauty of the natural environment. | <p>Drawing</p> <ul style="list-style-type: none"> • Mark making using drawing tools, including pencils, pens, chalk, crayons, charcoal. • Creating drawings from their own thoughts and ideas. • Creating drawings inspired by an event, person or place. • Copying the drawings of others, making their own interpretations. • Taking rubbings of different textures. • Drawing in response to music. <p>Craft</p> <ul style="list-style-type: none"> • Creating collage pictures using resources including; glue, paper, material, scissors, glitter etc. • Covering 3D models using paper, materials or natural resources. • Creating pictures inspired by an event, person, place, thing or artist. • Weaving using paper, materials or natural resources. • Making symmetrical patterns or pictures. |

| Year Group | Unit Title (Project) | Linked Learning | Theoretical Knowledge | Practical Knowledge | Key Disciplinary Focus | Key Knowledge and Skills (Small Steps / Building Blocks / Component Parts) | Key Vocabulary |
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| 1 | <p>The Victorians</p> <p>Can you make a repeating pattern like William Morris?</p> | Builds on EYFS mark making, observation al drawing, and colour exploration. Develops early skills in pattern, printing, and painting inspired by William Morris. Introduces repetition and natural motifs. | <p>Key Artist and Movement: William Morris (Arts and Crafts Movement)</p> <p>Themes / Genre: Pattern designer, Nature, Plants, Animals</p> <p>Context and Significance: William Morris, a key figure in the Arts and Crafts Movement, championed handcrafted art, emphasizing nature-inspired designs, particularly his renowned wallpapers. Opposing mass production, his work reflected Victorian values and continues to inspire today.</p> | <p>Area of Making: Drawing, Painting and Printing</p> <p>Media: Watercolour, Paper, Paint brushes, Colour palettes</p> <p>Methods and Techniques: Mark making, Colour mixing, Printing, Repetition, Creating patterns, Observational drawing</p> | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | <p>Can you make a repeating pattern like William Morris?</p> <ol style="list-style-type: none"> 1. WALT: observe artist's work. 2. WALT: draw carefully. 3. WALT: use a variety of paints to develop our sketches. 4. WALT: understand a printing technique. 5. WALT: use a printing technique <p>Ongoing Continuous Provision</p> <ul style="list-style-type: none"> • Repeating patterns using paper/wooden shapes/florals • Floral cut & stick collage • Plant drawings • Printing with different items • Tracing/colouring William Morris designs • Create own colour palettes | <p>Tier 1: line, shape, colour, mark, hard, soft, light, dark</p> <p>Tier 2: print, mix, pattern, design, texture</p> <p>Tier 3: William Morris, observational drawing</p> |
| 1 | <p>Life Under Water</p> <p>Can you use a range of materials to create a mixed media collage of the ocean?</p> | Builds on EYFS tactile exploration with different materials and textures. Extends understanding of mixed media, layering, and collage techniques focused on natural | <p>Key Movement: Focus on natural forms and textures, inspired by nature and the sea</p> <p>Themes / Genre: Nature, Sea life, Texture, Mixed media collage</p> <p>Context and Significance: Exploring how artists use texture and mixed media to represent natural phenomena such as waves and sea creatures. Children</p> | <p>Area of Making: Collage</p> <p>Media: paint, sponges, brushes, glue sticks, bricks, tissue paper, bottle tops, string, cardboard, beads, buttons, fabric, acetate</p> <p>Methods and Techniques: mark making (e.g. "pencil for a walk"), texture creation, layering,</p> | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | <p>Can you use a range of materials to create a mixed media collage of the ocean?</p> <ol style="list-style-type: none"> 1. WALT: investigate and use texture to create an image. 2. WALT: use different textures to create a background. 3. WALT: create a mixed media collage. 4. WALT: evaluate our artwork and talk about the materials and techniques we used. <p>Ongoing Continuous Provision</p> <p>Creative Making</p> <ul style="list-style-type: none"> • Create sea creatures • Making jellyfish out of paper plates/CDs | <p>Tier 2: texture, material, background, foreground, pattern, layer, smooth, rough, soft, colour, create, describe, explore, present, like, different, shade, tint, collage, respond</p> <p>Tier 3: mixed media, wax resist, sponge painting, ink, palette, brush, sea creature, crayon, technique, fabric, cardboard,</p> |

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| | | forms and imaginative representations. | learn to experiment with materials and techniques to express texture and form in an imaginative, tactile way | painting with different materials, colour mixing (shades and tints of blue), glueing, cutting, assembling mixed media, collage construction | | <ul style="list-style-type: none"> Making items for the submarine role play area <p>Painting and Colour Exploration</p> <ul style="list-style-type: none"> Painting with different materials Wax resist crayon pictures Ink pictures Creating different colours | acetate, jellyfish, starfish, octopus, modelling, layering, composition, foreground, wave formation |
| 2 | <p>4500 Miles Away</p> <p>Bristol/ Jamaica – What’s the same? What’s different?</p> | Builds on Year 1’s use of colour, pattern, and texture by exploring cultural diversity through street art. Develops mark making, blending, and colour mixing with a focus on vibrant community expression. | <p>Key Artist / Movement: Kingston street artists (Jamaica) and Bristol street artists (North Street)</p> <p>Themes / Genre: Colour, texture, pattern, and vibrant community expression</p> <p>Context and Significance: Exploration of Jamaican and Bristolian street art to highlight cultural expression and diversity in art; contrasts in styles reflect each location’s unique community and identity.</p> | <p>Area of Making: Painting & Collage</p> <p>Media: Oil pastel, chalk pastels, poster paint</p> <p>Methods and Techniques: Mark making, blending, colour mixing</p> | <ul style="list-style-type: none"> Shape Lines Colour Value Form Texture Space | <p>Bristol/ Jamaica – What’s the same? What’s different?</p> <ol style="list-style-type: none"> WALT: Describe the differences and similarities between different artworks in two places. WALT: Develop a wide range of art and design techniques to make colours. WALT: Develop a wide range of art and design techniques to make colours with different tones and shades. WALT: Develop a wide range of art and design techniques, such as blending, to make different colours. WALT: Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. WALT: Use a range of materials creatively to design a piece of artwork. WALT: Use a range of materials creatively to make a piece of artwork. | <p>Tier 1: colour, shapes, 2D, 3D, cut, tear, stick, bright, bold, texture, paint, crayons, mix</p> <p>Tier 2: blending, shading, mixing, tints, tones, shades, collages, patterns, oil pastels, primary colours, secondary colours</p> <p>Tier 3: colour wheel, navigational skills (in relation to art planning), observational drawing, Jamaican art, Bristol art, artistic inspiration, design techniques</p> |
| 2 | <p>Power of Pictures</p> <p>How can pictures tell a story?</p> | Builds on Year 1’s drawing and storytelling foundations by introducing sequential art and comic | <p>Key Artist / Movement: Comic/ Graphic Design</p> <p>Themes / Genre: Graphic</p> <p>Context and Significance: Comics are a powerful visual storytelling medium that uses sequential art</p> | <p>Area of Making: Drawing</p> <p>Media: Pencil, ink, marker pens, digital tools (if applicable), coloured pencils, paper</p> <p>Methods and Techniques: Line</p> | <ul style="list-style-type: none"> Shape Lines Colour Value Form Texture Space | <p>How can pictures tell a story?</p> <ol style="list-style-type: none"> WALT: Find out about comics through a Hook day (Engage with comics through fun activities.) WALT: Consider proportion and positioning whilst drawing heads and faces (Learn to draw heads and faces with guidance.) WALT: Consider how to show different emotions through drawing (Explore how to draw emotions.) | <p>Tier 2: shape, position, movement, emotion, expression, draw, plan, finish, share, refine, develop, create, design, proportion, detail, character, layout, sequence, story, visual, skill, artwork, feature,</p> |

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| | | techniques. Expands skills in proportion, expression, movement, and layout with digital and traditional media. | to communicate narratives and emotions. The development of comic art, including graphic design and sequential art, plays a significant role in modern visual communication and culture. Comics often tackle social issues, personal stories, and fantastical worlds, making them a versatile and accessible form of art. | drawing, hatching, cross hatching, shading, colouring, sketching, drawing proportions, expressing emotion through facial expressions, motion lines, comic strip layout, panel division, planning, refining artwork | | <ol style="list-style-type: none"> WALT: Show movement through drawing (Use movement lines to show action.) WALT: Develop and refine the skills we have been learning to finish a piece of comic artwork (Refine comic artwork using key features.) WALT: Develop and refine the skills we have been learning to finish a piece of comic artwork (Finalize 'Funny Bunny' comic, check success criteria.) WALT: Understand how different artwork is made using different shapes and styles (Learn about graphic design from Mr Cole.) WALT: Plan our own piece of comic artwork using different shapes and skills (Plan comics using shapes and layout.) WALT: Create our own comic piece of artwork using a range of skills we have learnt (Begin drawing comics using learned skills.) WALT: Create our own comic piece of artwork using a range of skills we have learnt (Add detail and improve comics.) WALT: Create our own comic piece of artwork using a range of skills we have learnt (Finish comics and check criteria.) WALT: Present and share a piece of artwork (Share comics and reflect on work.) | action, style, choice, idea Tier 3: line, panel, gutter, tier, word balloon, thought balloon, caption, sound effects, comic strip, graphic design, motion lines, expression lines, comic panel, illustration, dialogue, scene, speech bubble, background, foreground |
| 3 | Brilliant Light How can we use light and art to show something about where we live? | Builds on Year 2's drawing and painting skills by incorporating sculpture and lantern making. Connects historical art (Van Gogh) with local | Key Artist / Movement: Van Gogh (focusing on Starry Night) / Impressionism. Themes / Genre: Light, Heritage, Landmarks, Lanterns, Bedminster Lantern Parade. Context and Significance: Van Gogh's use of light and color, particularly in his depiction of landscapes and night | Area of Making: Sculpture, Painting, Lantern Making Media: Watercolour, Poster paint, Cardboard, Fine brushes, Paint palettes Methods and Techniques: Sketching, Painting, Colour mixing, Construction (gluing, | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | How can we use light and art to show something about where we live? <ol style="list-style-type: none"> WALT: understand what a lantern is and explore how to use one. WALT: learn about Van Gogh and his art to inspire our lantern backdrops. WALT: research and sketch famous landmarks from our heritage. WALT: draw our designs on small lanterns. WALT: paint lanterns. WALT: construct small lanterns. WALT: work together to build a large lantern. WALT: exhibit our work to an audience. WALT: evaluate our lanterns. | Tier 2: art, exhibition, material, shape, design, draw, paint, colour, style, critique, evaluate, improve, feedback, process, structure, construct, technique, brushstroke, cultural Tier 3: lantern, parade, frame, 3D, sketch, brushstroke, impression, Starry Night, swirl, |

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| | | heritage, enhancing understanding of light, colour, and 3D construction. | scenes, can inspire creative interpretations of local landmarks. The project connects to both historical art movements and local heritage, emphasizing how light can transform ordinary objects into something extraordinary. | assembling), Sculpture (create stable 3D lanterns); Fine brushwork, Collaborative building (with artist), Understanding of Light and Shadow. | | | post-impression, landmarks |
| 4 | Splash! How do artists represent water? | Builds on Year 3's exploration of colour and mixed media by focusing on water representation and reflection, inspired by David Hockney. Deepens mastery of painting techniques like wet-on-wet and layering. | Key Artist / Movement: David Hockney Themes / Genre: Water visuals and water colours Context and Significance: Hockney is a renowned British artist, known for his vibrant depictions of water, especially in his iconic "swimming pool" series. His innovative use of colour, angles, and reflections has influenced contemporary art and remains a key reference for exploring water imagery. | Area of Making: Drawing, Painting Media: Watercolour, Graphite, Ink, Poster Paint, Pastels Methods and Techniques: Mark making, colour mixing, wet-on-wet, blending, layering, reflection, watercolour washes, tonal shading, capturing movement through brushstrokes | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | How do artists represent water? <ol style="list-style-type: none"> 1. WALT: replicate patterns observed in natural environments. 2. WALT: increase our awareness of different kinds of art by describing similarities and differences between a range of artists' work. 3. WALT: expand our knowledge of a great artist and their techniques (David Hockney). 4. WALT: mix paints using black and white to create shades and tones and use the correct language. 5. WALT: develop and share ideas in a sketchbook; improve mastery of techniques (composition) in the style of great artists. 6. WALT: use inspiration from great artists to design and create our own original artwork 7. WALT: describe the work of certain artists and how we have been inspired to replicate their techniques within our own original artworks (children prepare for and host a gallery viewing, describing their work and the techniques used) 8. WALT: describe the work of certain artists and how we have been inspired to replicate their techniques within our own original artworks (reflect on the gallery feedback and evaluate their artwork) | Tier 1: Colour, Texture, Lines, Patterns Tier 2: Mixing & Blending, Value, Reflections Tier 3: Composition, Shading, Tones, Techniques, Artist, Hockney |

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| <p>5</p> | <p>Carnival</p> <p>What story will your carnival headdress tell?</p> | <p>Builds on Year 4's mixed media and design skills by focusing on cultural expression through collage, drawing, and sculpture.</p> <p>Develops detailed sketching and layering techniques, emphasizing symbolism and identity.</p> | <p>Key Artist / Movement: Caribbean Carnival</p> <p>Arts Themes / Genre: Celebration, identity, symbolism</p> <p>Context and Significance: Examines cultural expression through costume and design in carnivals like St Paul's</p> | <p>Area of Making: Collage, Drawing, Mixed Media and Sculpture</p> <p>Media: Pencil, oil pastel, coloured card, magazine cuttings, metallic pens</p> <p>Methods and Techniques: Sketching, blending, layering, cutting, assembling, embellishing</p> | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | <p>What story will your carnival headdress tell?</p> <ol style="list-style-type: none"> 1. WALT: explore the cultural significance of carnival masks and headdresses, describing their mood, colour, pattern, and shape. 2. WALT: create a carnival-inspired collage, exploring colour, pattern, and texture. 3. WALT: use different pencil techniques to sketch details and extend drawings with focus on accuracy and texture. 4. WALT: experiment with pastels and explore complementary colours and blending techniques. 5. WALT: use sketching and colouring techniques to design a Caribbean-inspired headdress. 6. WALT: create a Caribbean-inspired headdress. 7. WALT: evaluate the process and final outcome of our Caribbean-inspired headdress. | <p>Tier 2: contrast, blend, design, decorate, technique, evaluate, mood, inspiration</p> <p>Tier 3: headdress, symmetry, pattern, shape, layering, structure, embellish, assemble, vibrant, texture, sequins, feather, collage, complementary colours, sketch</p> |
| <p>6</p> | <p>Bristol Street Art</p> <p>How do street artists design and use stencils?</p> | <p>Builds on Year 5's community and cultural art by exploring contemporary street art, stencil design, and mural making.</p> <p>Enhances skills in mark making, colour theory, and</p> | <p>Key Artist / Movement: Andy Council, Tom Hodgkinson, Farrah Fortnam, Vanessa Scott, Emotional Waterfall, Oli T, Banksy (wider reach)</p> <p>Themes / Genre: Street Art</p> <p>Context and Significance: A modern expression of contemporary society, politics and culture</p> | <p>Area of Making: Stencils, Drawing, Painting, Collage</p> <p>Media: Graphite/Pencil, Poster Paint, Spray Paint, Paper, Cardboard</p> <p>Methods and Techniques: Mark Making, Stencil Design and Cutting, Blending and Colour Mixing, Spray Painting, Composition,</p> | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | <p>How do street artists design and use stencils?</p> <ol style="list-style-type: none"> 1. WALT: explore street art in the local area (Myrtle, Merrywood & North Street). 2. WALT: evaluate street art from around the world. 3. WALT: create simple stencil designs. 4. WALT: design a mural that represents Bristol. 5. WALT: sketch initial ideas for our mural. 6. WALT: revise our understanding of colour theory. 7. WALT: design two-layer stencils. 8. WALT: design two-layer stencils (continued). 9. WALT: combine our learning to design our final stencils. 10. WALT: spray paint our final graffiti stencils to create our year six mural. 11. WALT: curate an exhibit to showcase our graffiti work. | <p>Tier 2: Evaluate, Design, Revise, Contrast, Inspiration, Composition, Texture, Impact, Layer, Collaborate, Express</p> <p>Tier 3: Stencil, Graffiti, Spray Paint, Street Art, Urban Landscape, Colour Theory, Hue, Saturation, Tone, Perspective, Detailing, Pattern Repetition, Mural, Two-layer Design, Craft Knife, Scale</p> |

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| | | collaborative large-scale artwork production. | | Evaluation and Refinement | | 12. WALT: present our work to an audience. | |
| 6 | <p>My, How You've Changed (Darwin)</p> <p>How do artists create detailed observational sketches, using shape, line, shading and texture?</p> | <p>Builds on Year 2's observational drawing and narrative art by focusing on scientific illustration and realistic animal studies. Enhances skills in close looking, accurate sketching, and using art to document the natural world.</p> | <p>Key Artist / Movement: Charles Darwin – His wildlife observations and sketches during the HMS Beagle voyage influenced scientific illustration and understanding of evolution.</p> <p>Themes / Genre: Observational drawing, realism, scientific illustration, nature studies, wildlife art</p> <p>Context and Significance: Sketching helped Darwin document species and remains a key skill in scientific illustration, blending art with analytical thinking.</p> | <p>Area of Making: Drawing</p> <p>Media: Graphite, pencil, pen, ink</p> <p>Methods and Techniques: Mark-making (stippling, cross-hatching, scribbling, blending), Shading (light to dark gradients, tonal values) – Contour drawing (defining the outline of objects) – Observational sketching (studying real-life or photographic references) – Grid method (breaking down complex forms into basic shapes)</p> | <ul style="list-style-type: none"> • Shape • Lines • Colour • Value • Form • Texture • Space | <p>How do artists create detailed observational sketches, using shape, line, shading and texture?</p> <ol style="list-style-type: none"> 1. WALT: identify and analyze shapes and lines in photographs of Galapagos animals 2. WALT: explore different types of line and experiment with mark-making 3. WALT: shade using different techniques to create tone and light in an observational drawing 4. WALT: use mark-making and shading to create an accurate sketch of an animal 5. WALT: create an accurate observational sketch, considering shape, tone, shading and mark-making. 6. WALT: create an accurate observational sketch, considering shape, tone, shading and mark-making. 7. WALT: reflect on our learning and evaluate our observational sketches | <p>Tier 2: Accurate, proportion, shape, line, texture, shading, tone, observation, detail, outline, contrast, depth, highlight, refine, evaluate, improve, technique, careful, expressive, variation, smooth, rough, soft, bold, delicate, transition, effect</p> <p>Tier 3: observational drawing, sketching, mark-making, cross-hatching, stippling, blending, layering, tonal value, light source, shadow, highlights, contour, composition, perspective, form, structure, dimension, organic shapes, geometric shapes, rendering, realism, study, gradation</p> |