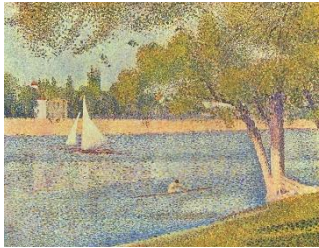





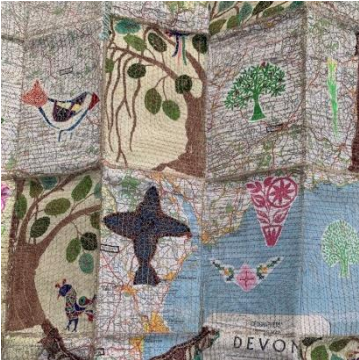










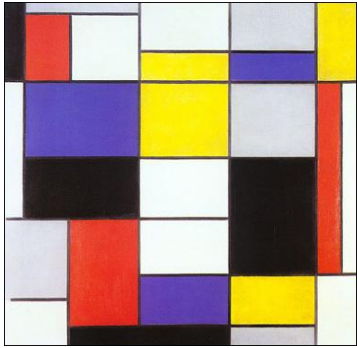



Intent	'Creativity takes courage' - Henri Matisse					
	<p>At Bold Futures, our Art Curriculum embodies the highest form of creativity that is accessible to all, maximising the development of every child's ability and artistic achievement. We engage, inspire, and challenge our pupils to equip them with the knowledge and skills needed to experiment and express themselves through various art and design techniques (sketching, painting, sculpture, and other art and design techniques). To develop these techniques, our pupils gain early experience exploring the use of colour, pattern, texture, line, shape, form, and space in the creation of artworks. Children will study both current and historic artists, applying learned techniques and vocabulary to communicate their perceptions, thoughts, and feelings about the world around them. Our Art units are designed through a spiral curriculum, providing opportunities for children to revisit and deepen their learning, ensuring clear progression of techniques throughout the school. This approach allows and supports children as they progress through our Key Stages, creating sketchbooks as a tool to record and discuss their creativity, comment on the work of others, and express their views as confident, passionate artists. We are committed to inclusivity, ensuring that all children, regardless of their needs, can fully engage with and benefit from our Art Curriculum.</p>					
Foundation Stage (EYFS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Building on Foundation Stage where children have learnt to:</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. <p>Make use of props and materials when role playing characters in narratives and stories.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	PAINTING		PRINTING	DRAWING and SKETCHING	SCULPTURE	
	<ul style="list-style-type: none"> 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. <p>To identify and name the three primary colours (red, yellow and blue) To colour mix paint to make secondary colours To begin to predict resulting colours To begin to identify the secondary colours To appraise an artist and describe differences and similarities in pieces of work To experiment with different brushes and tools for painting (twigs, fingers etc.) To evaluate the success of their artwork and make links to Seurat</p> <p>Georges Seurat (pointillism) Could link to Local area</p> <p>Key words: Mix, mark making, primary/secondary colours, texture, shape, painting, paint, red, blue, yellow, green, purple, orange</p> 		<ul style="list-style-type: none"> 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. <p>Printing</p> <p>To understand what 'printing' is To explore printing simple pictures with a range of hard and soft materials (e.g. cork, pen barrels, sponge, vegetables) To explore printing in relief (e.g. String and card) To demonstrate a range of techniques (e.g. rolling, pressing, stamping, rubbing) To evaluate the success of their printing</p> <p>Orla Kiely Could link to Plants and/or explorers</p> <p>Key words: print, pattern, shape, texture, repeating, rolling, pressing, stamping, rubbing, pressure</p> 	<ul style="list-style-type: none"> 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. <p>To experiment with a variety of media (pencils, rubbers, crayons, pastels, charcoal, pen, chalk) for mark making To explore producing lines in a range of different tones using the same pencil (pressure) To use dots and lines to demonstrate pattern and texture To work from observation (mirrors for different facial features - step by step) To evaluate the success of their artwork and make links to Matisse.</p> <p>Matisse Could link to 'Explorers'</p> <p>Key words: pressure, mark making, line, texture, tones, observations</p>  <p>Art Day</p>	<ul style="list-style-type: none"> 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. <p>To understand what 'sculpture' is To explore natural and recycled materials for sculpting (e.g. straw, cardboard boxes) To experiment and explore using a range of cutting, rolling and pinching techniques (clay) To create a variety of shapes using the taught techniques To add line and texture to the product To produce a product using previously learnt sculpting techniques To evaluate the success of their sculpture</p>  <p>Barbara Hepworth (Family of Man)</p> <p>Key words: sculpture, materials, cut, roll, pinch, shape, texture, line</p>	



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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SKETCHING and PAINTING	SCULPTURE	COLLAGE and TEXTILES		PAINTING	
	<ul style="list-style-type: none">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. <p>To create a range of patterns and textures (line, cross-hatching, stippling, blending) To begin to experiment with different grade To work from observation and complete whole sketches To scale drawings with increasing accuracy To demonstrate control over the types of marks made with a range of media such as crayons, pastels, charcoal, chalk To evaluate the success of their artwork and make links to Vincent Van Gogh</p> <p>Vincent Van Gogh Could link to 'continents' by drawing flowers from different continents</p>  <p>Key words: pressure, mark making, line, texture, tones, shading, cross-hatching, stippling, blending, observation</p>	<ul style="list-style-type: none">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. <p>To experiment and explore using a range of cutting, rolling and pinching (clay) To develop skills to manipulate clay to make pinch pots/coiling pots To develop skills to join clay (cross-hatch & slip) To add line and texture to the product with a range of tools (e.g. forks, pasta, pens, natural materials) To embellish a sculptural piece with a chosen design (fit for purpose) To evaluate the success of their product</p> <p>Layne Peters</p>  <p>Key words: sculpture, coiling, pinch pot, cut, roll, pinch, shape, texture, line, press, join, form</p>	<ul style="list-style-type: none">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. <p>To understand what is meant by 'collage' To classify/group items/objects as man-made or natural To discuss pattern and texture To justify choice of materials in terms of pattern, texture and colour To use a combination of materials that have been cut, torn and glued To join using sewing techniques (linked to DT) to create a final product To evaluate the success of their product</p> <p>Anne Kelly Links to History of Aldershot</p>  <p>Key words: collage, texture, natural, man-made, material, pattern, texture, colour, layer, form, shape,</p>		<ul style="list-style-type: none">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. <p>To explore different brushes and the marks they make To develop understanding of when and why to use different brushes (link to foreground detail and background) To mix all the secondary colours using primary colours confidently To mix colours to represent objects To experiment with different brushstrokes when painting To begin to explore the relationship between colours and mood/feelings To work from observation To paint a background To add detail onto a foreground To evaluate the success of their painting</p> <p>Francis Bowyer Links to Aeroplanes/Aviation</p>  <p>Key words: Mix, primary/secondary colours, texture, background, foreground, detail, brush strokes, mood, observation</p>	



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PRINTING		DRAWING and OIL PASTELS		MODELLING	SKETCHING
	<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To improve mastery of art and design techniques in drawing with a range of materials. To improve mastery of art and design in painting with a range of materials. <p>To identify and evaluate different artist's impressions of dragons</p> <p>To identify primary colours</p> <p>To colour mixing paint to make secondary colours, tints and shades</p> <p>To create and use stamps to make even printing patterns</p> <p>To evaluate the success of their stamp and overall artwork</p> <p>Digging up the Past</p>     <p>Key words: Mark making, line, texture, tone, shading, print, relief, pattern, primary/secondary/tertiary colours, hue, complimentary/contrasting, tint, shade, mood, mixed media, communicate, perspective</p>		<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To improve mastery of art and design techniques in drawing with a range of materials. To explore great artists, architects and designers in history and understand their art forms. <p>To give reasons for why a piece of art is appealing</p> <p>To compare different art works by one artist and identify how their work developed over time</p> <p>To use charcoal to draw lines freehand</p> <p>To use a variety of oil pastel techniques</p> <p>To limit to work with only primary colours and black</p> <p>To evaluate success of their artwork</p> <p>Mondrian - Drawing - oil pastels</p>   <p>Key words: Mark making, print, relief, pattern, primary/secondary/tertiary colours,</p>		<ul style="list-style-type: none"> To improve mastery of art and design techniques in sculpture with a range of materials. To evaluate and analyse creative works using the language of art and design. To explore great artists, architects and designers in history and understand their art forms. <p>To explore shape to help sketch with accuracy.</p> <p>To sketch with pencils.</p> <p>To make careful, specific observations of and reflections of others' work in order to inspire own piece.</p> <p>To manipulate materials confidently.</p>  <p>Environmental Explorers Natsumi Tomita Junk modelling</p> <p>Key words: proportion, perspective, Mark making, line, texture</p>	<ul style="list-style-type: none"> To improve mastery of art and design techniques in drawing with a range of materials. To make observations and use these to review and revisit ideas. <p>To use sketching and mark making</p> <p>To complete observational drawing from real life</p> <p>To selecting appropriate pencils for different drawing techniques</p> <p>To demonstrating multiple drawing techniques within one sketch</p> <p>To consider both proportion and perspective when sketching</p> <p>Eruptosaurus - sketching - Yeo Jin (Wisley Trip)</p>   <p>Key words: proportion, perspective, Mark making, line, texture, tone, shading, still life, blending</p>



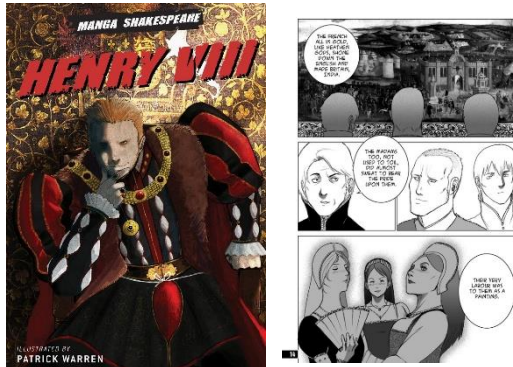
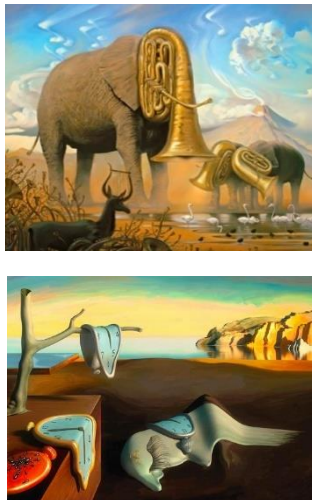


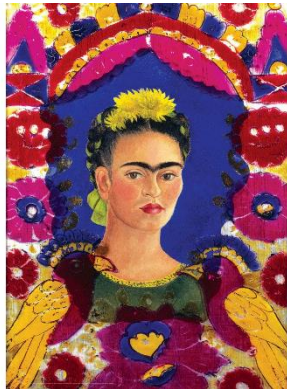


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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	WATER COLOUR and COLLAGE		WIRE SCULPTURE		PAINTING	
	<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To improve mastery of art and design in painting with a range of materials. To improve mastery of art and design techniques in drawing with a range of materials. <p>To evaluate effective techniques used by the artist To use pencils to sketch and add shade/dimension to an image To create colour strips/shades of colours with water colours To compare artist's work and own work To use varying brush strokes and drawing techniques such as stippling and layering to create different effects</p> <p>Eric Joyner</p>  <p>Key words: All of Year 3 words plus - Composition, repetition, expression, illustration, collage, layout, foreground, middle ground, background</p>		<ul style="list-style-type: none"> To evaluate and analyse creative works using the language of art and design. To explore great artists, architects and designers in history and understand their art forms. To make observations and use these to review and revisit ideas. To improve mastery of art and design techniques in sculpture with a range of materials. <p>To evaluate a piece of work and give reasons for personal likes/dislikes To make careful, specific observations of and reflections on their own and others' work in order to review sketches To use pencils to sketch basic outlines To use shape to create an illustration in the style of a famous artist To create collaborative art pieces with peers To use wire to create a "skeleton" to support the structure of a sculpture To use a papier-mâché technique to create and decorate a sculpture</p> <p>Keith Haring Let the Games Begin</p>  <p>Keywords: composition, repetition, illustration, sculpt</p>		<ul style="list-style-type: none"> To improve mastery of art and design in painting with a range of materials. To explore great artists, architects and designers in history and understand their art forms. To make observations and use these to review and revisit ideas. <p>To correctly define the term 'abstract' and identify abstract art To use paint colours to create abstract art To use the colour wheel and contrasting colours To create life drawing with detail (eyes/nose/mouth) To make careful, specific observations of and reflections on their own and others' work in order to review sketches To use different brushes to create varying effects and independently choose the most suitable tool To use varying paintbrush techniques - wavy lines, pointillism, detail etc.</p> <p>Picasso - Painting - self portraits</p>  <p>Keywords: cubism, realism</p>	



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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>PRINTING</p> <ul style="list-style-type: none">To evaluate and analyse creative works using the language of art and design.To explore great artists, architects and designers in history and understand their art forms.To make observations and use these to review and revisit ideas.To improve mastery of art and design techniques in painting with a range of materials (printing). <p>To explore the significance of decorative artefacts To explore patterns within artefacts To design a pattern in Anglo-Saxon style To create a stamp To print a pattern and consider colour choices</p> <p>Anglo-Saxon Attack! Printing - armour from Sutton Hoo</p>  <p>Key words: All of Year 2 printing vocabulary (print, pattern, shape, texture, repeating, rolling, pressing, stamping, rubbing, pressure) Archaeologist, repeated pattern, geometric, engraving, carve, decorative, artefacts</p>	<p>SKETCHING</p> <ul style="list-style-type: none">To improve mastery of art and design techniques in drawing with a range of materials.To explore great artists, architects and designers in history and understand their art forms.To make observations and use these to review and revisit ideas <p>To choose from various forms of line drawing to create effect/shading/texture To create life drawing using sketching To purposefully choose shading techniques to add form To consider perspective and source of light when sketching and shading</p> <p>Adonna Khare Rainforest, plants and animals</p>  <p>Key words: All of Year 3 and Year 4 words plus - Constructive criticism, midtone, form , volume,</p>	<p>DIGITAL ART</p> <ul style="list-style-type: none">To evaluate and analyse creative works using the language of art and design.To improve mastery of art and design in painting with a range of materials. <p>To observe style and form in existing artworks To evaluate existing artwork using the vocabulary of colour and form To use a digital painting app to replicate an artists' style To choose a variety of digital brushes/fill tools to create different effects To mix colours within a desired colour palette</p> <p>Patrick Warren Tudors - Digital drawing</p> <p>Key words: crop, layers, scale, depth, colour, palette, light/shadow, tone</p> 	<p>SCULPTURE and COLLAGE</p> <ul style="list-style-type: none">To explore great artists, architects and designers in history and understand their art forms.To evaluate and analyse creative works using the language of art and design.To improve mastery of art and design techniques in drawing with a range of materials.To make observations and use these to review and revisit ideas <p>To use collage to inform designs and ideas To apply known sketching techniques to mimic the artist's work To discuss artists' work using key vocabulary and reflect carefully on arrangement/perspective</p> <ul style="list-style-type: none">To improve mastery of art and design techniques in sculpture with a range of materials. <p>To manipulate clay To apply taught clay techniques to create a 3D piece in class</p> <p>Space Salvador Dali - clay sculpture and collage layering</p> <p>Key words: surrealism, movement, optical illusion, warping</p> 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	PAINTING <ul style="list-style-type: none">To explore great artists, architects and designers in history and understand their art forms.To improve mastery of art and design techniques in drawing with a range of materials.To improve mastery of art and design in painting with a range of materials. <p>To explore emotion in art and how colours/painting evoke feeling. To practise sketching facial features in proportion To create self portraits To explore painting styles</p> <p>Frida Kahlo- Self Portraits</p> <p>Key words: All of Year 3, 4, 5 words plus -montage, graduated tone, positive space, negative space, harmonising colours</p> 		DRAWING and POP ART <ul style="list-style-type: none">To evaluate and analyse creative works using the language of art and design.To improve mastery of art and design techniques in drawing with a range of materials. <p>To develop understanding of the colour wheel and complimentary/clashing colours in order to make deliberate colour choices To use stippling, varying density of dots to change the brightness of a coloured area To use patterns and shapes To use art to portray meaning and stories.</p> <p>Liechtenstein- Pop Art</p>  <p>Key words: All of Year 3, 4, 5 words plus -montage, graduated tone, positive space, negative space</p>		SCULPTURE: MODULAR <ul style="list-style-type: none">To evaluate and analyse creative works using the language of art and design.To make observations and use these to review and revisit ideas.To improve mastery of art and design techniques in sculpture with a range of materials. <p>To explore texture of materials and how these can provoke feeling To explore geometric and organic sculptures To use cutting, tearing, layering. To consider size, shape, density, perspective</p> <p>Rasheed Araeen - modular sculpture</p>  <p>Key words: All of Year 3, 4, 5 words plus -minimalist, geometric, modular, modern, interpretation</p>	