

ART CURRICULUM at Christ the King



* By the end of Year 6, pupils will:

Skills	
<ol style="list-style-type: none"> 1. To be able to mix all secondary and tertiary colours confidently 2. To be able to demonstrate confident and proficient drawing skills (using pencils, chalks, inks, crayons, pastels, charcoal), showing perspective, depth and tone in 2D and 3D drawing 3. To be able to demonstrate confident and proficient paint skills (using watercolours, acrylics/ poster paints, finger painting), being able to mix colours to get the desired colour and shade and select the right paints and base for their purpose 4. To be able to manipulate clay to create effective 2D and 3D sculptures, using tools to add detail, and varnishing their finished piece 5. To have experienced printing, batik, textiles and weaving, printing, papier-mâché, mosaic, digital art, collage, finger painting and junk modelling throughout their time at primary school 6. To have visited at least one art space during their time at Christ the King 	
Progressive skills - to be taught every year	Experiential skills - to be exposed to
<ul style="list-style-type: none"> • Colour mixing • Pencil skills • Acrylics/ poster paints/ watercolours • Clay 	<ul style="list-style-type: none"> • Printing • Batik • Textiles and weaving • Printing • Papier-mâché • Mosaic • Digital art • Collage • Finger painting • Junk modelling • Rubbings

Knowledge of artists

To know the work of renowned artists (at least six by the end of Year 6), including their style and the art movement most associated with them

Artistic values (to be taught at age-appropriate level each year)

- To be able to make comparisons within a range of work and critique this carefully
- To be able to experiment and innovate with confidence and imagination
- To be able to evaluate and critique their own artwork against set criteria and respond to critiques from others

Skill 1: To be able to mix all secondary and tertiary colours confidently

YEAR 6

- To revisit and apply previous learning

YEAR 5

- To revisit and apply previous learning

YEAR 4

- To understand different shades of colour and how to mix them
- To make a three-part colour wheel showing primary, secondary and tertiary colours

YEAR 3

- To know tertiary colours and how they are mixed

YEAR 2

- To revisit primary and secondary colours and how they're mixed
- To understand that black and white aren't colours because they aren't in the rainbow (spectrum) and can't be used to make new colours, just lighter or darker shades
- To make a two-part colour wheel showing primary and secondary colours

YEAR 1

- To understand what primary and secondary colours are and how they're mixed

RECEPTION

- To name primary colours
- To explore colour and how colours can be changed
- To mix orange, green and purple

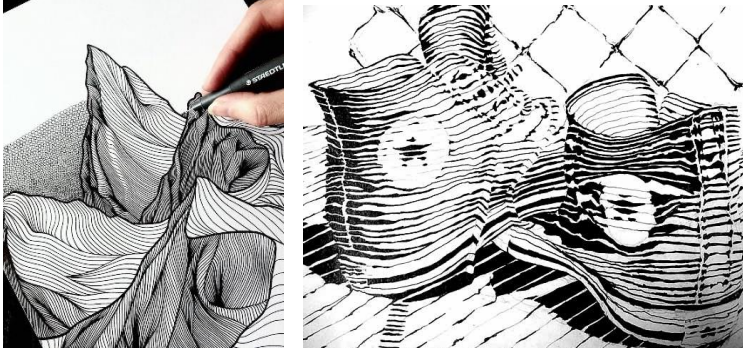
NURSERY

- To learn colour names
- To experiment with colours
- To explore colour and how colours can be changed

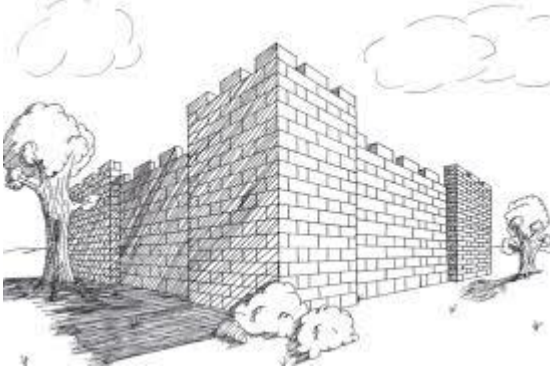
Skill 2: To be able to demonstrate confident and proficient drawing skills (using pencils, chalks, inks, crayons, pastels, charcoal), showing perspective, depth and tone in 2D and 3D drawing

YEAR 6

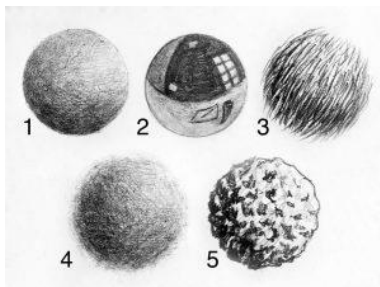
- To complete line drawings using a range of drawing materials, including different drawing pencils and ink/ fine-point pens, showing contours and shape using line techniques



- To demonstrate two-point perspective

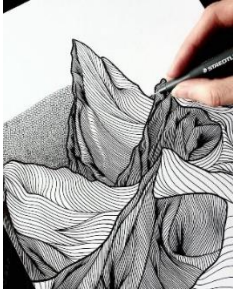


- To use different pencil techniques to show tone and texture (rough/ smooth etc.)



YEAR 5

- To draw using lines (line drawings), selecting different drawing pencils and ink/ fine-point pens, as well as using a range of other drawing materials, and shading using line techniques



- To demonstrate one-point perspective



YEAR 4

- To draw using lines (line drawings), selecting different drawing pencils for their effects as well as using a range of other drawing materials, and experimenting with single-line line drawings

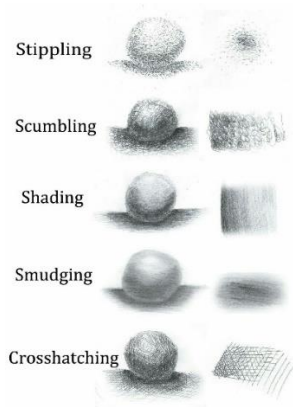


- To create observational drawings from real-life objects
- To be confident to draw in 3D, using highlight and lowlight and previously learned drawing techniques



YEAR 3

- To understand the different types of drawing pencils and their effects
- To draw using lines (line drawings) using two types of drawing pencil as well as a range of other drawing materials
- To create observational drawings from real-life objects
- To demonstrate cross-hatching, scumbling and stippling techniques and previously learned drawing techniques

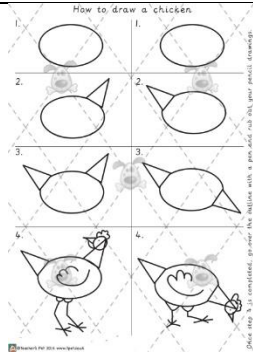


YEAR 2

- To understand the differences between a writing pencil and a drawing pencil
- To draw using lines (line drawings) with a drawing pencil as well as other drawing materials
- To create observational drawings from real-life objects
- To demonstrate smudging and hatching (with neat marks all in the same direction)

YEAR 1

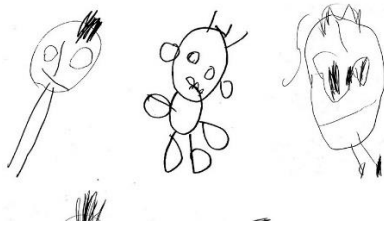
- To be able to hold a pencil correctly
- To follow step-by-step instructions to draw a simple line drawing



- To create observational drawings from real-life objects
- To experiment with pencils, chalks, inks, crayons, pastels and charcoal
- To demonstrate smudging with two different media and compare the effect

RECEPTION

- To be able to hold a pencil correctly
- To create observational drawings from real-life objects
- To draw pictures that resemble what they are meant to be (for example people, houses and animals)



NURSERY

- To be able to hold a pencil correctly
- To give meaning to marks
- To draw circles in clockwise and anti-clockwise directions

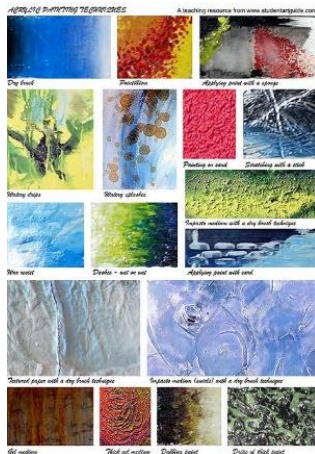
Skill 3: To be able to demonstrate confident and proficient paint skills (using watercolours, acrylics/ poster paints, finger painting), being able to mix colours to get the desired colour and shade and select the right paints and base for their purpose

YEAR 6

- To use a range of different paints (watercolours, poster paints, acrylics) and bases (paper, canvas) and select the most appropriate for their artwork

YEAR 5

- To experiment with using acrylics on canvas and a range of different techniques



YEAR 4

- To mix paints to create different colours and shades

YEAR 3

- To use watercolours and poster paints, and select the most appropriate for their artwork
- To mix paints to create tertiary colours

YEAR 2

- To use watercolours and know how to create the strength of colour you want
- To select the appropriate paint brush to use

YEAR 1

- To use poster paints (red, blue, yellow, black and white only)
- To know how to hold, clean and wash paint brushes
- To experience finger painting
- To mix primary colours to make secondary colours

RECEPTION

- To explore poster paints and powder paints

- To know how to hold, clean and wash paint brushes
- To mix orange, green and purple in paints
- To paint pictures that resemble what they are meant to be (for example people, houses and animals)



NURSERY

- To explore mixing with poster paints
- To know how to hold, clean and wash paint brushes
- To give meaning to marks

Skill 4: To be able to manipulate clay to create effective 2D and 3D sculptures, using tools to add detail, and varnishing their finished piece

YEAR 6

- To create effective 3D clay sculptures
- To varnish their own clay sculptures

YEAR 5

- To create 3D clay sculptures
- To use tools to create holes and hollows and scratch details/ texture

YEAR 4

- To create effective 2D designs
- To use tools to create holes and hollows and scratch details/ texture



YEAR 3

- To create 2D designs with clay



- To smooth with fingers, adding pieces for detail (no tools)
- To understand how to manipulate clay (brittleness when dry, too much water becomes slippery etc.)

YEAR 2

- To create a shape using salt dough
- To understand how to manipulate salt dough (how to use water/ flour to get the right consistency)
- To paint their piece if appropriate

YEAR 1

- To use salt dough
- To make desired shape by rolling a ball/ snake shape and squeezing

RECEPTION

- To use salt dough
- To make a desired shape by rolling a ball/ snake shape and squeezing

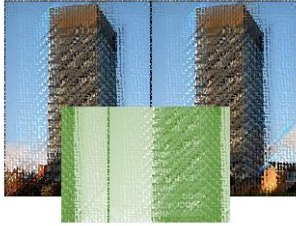
NURSERY

- To use Playdough
- To make a desired shape by rolling a ball/ snake shape and squeezing

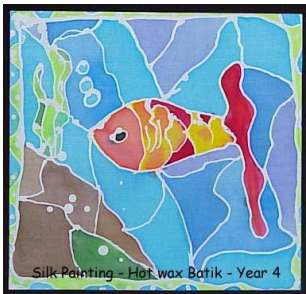
Experiential skills

YEAR 6

- Digital/ graphic art



- Batik



YEAR 5

- Digital/ graphic art
- Lino printing (layering colours)



YEAR 4

- Papier-mâché
- Polystyrene printing



YEAR 3

- Mosaic
- Weaving (textiles)

YEAR 2

- Printing by creating patterns in paint



- Collage

YEAR 1

- Junk modelling
- Potato/ shape printing

RECEPTION

- Printing
- Collage
- Junk modelling
- Rubbings



NURSERY

- Printing
- Collage
- Junk modelling
- Rubbings

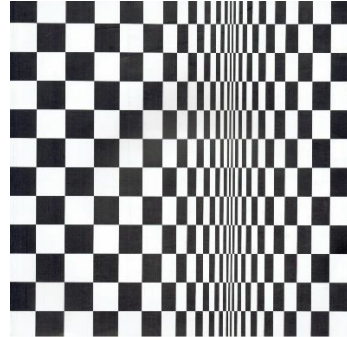
Knowledge of artists, their style and the art movement most associated with them

YEAR 6

- Andy Warhol (Pop Art)



- Bridget Riley (Op Art)



YEAR 5

- Frida Kahlo (Symbolism)

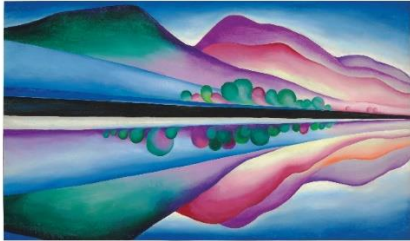


- Leonora Carrington (Surrealism)

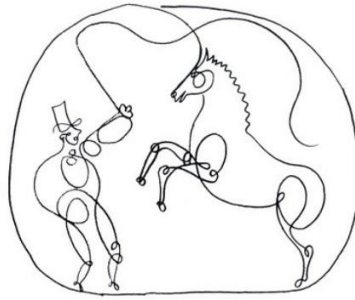


YEAR 4

- Georgia O'Keefe (Modernism)



- Pablo Picasso (Cubism and line drawings)



YEAR 3

- Van Gogh (Post-Impressionism)



- Gaudi (mosaic art/ sculpture)



YEAR 2

- Monet (Impressionism)



YEAR 1

- Mondrian (Abstract)



RECEPTION

- Henri Matisse (Use of colour)



NURSERY

- Andy Goldsworthy (woodland art)

