



Bridgelea Primary School ART Curriculum Overview (2022-23)

Term	Mile Post 1	Mile Post 2	Mile Post 3
Autumn 1&2	<p>DRAWING</p> <p>Can they draw using pencil and crayons? Can they colour (own work) neatly, following the lines? Can they show pattern and texture by adding dots and lines? Can they show different tones by using coloured pencils?</p>	<p>DRAWING</p> <p>Can they use different hardnesses of pencils to show line, tone and texture? Can they annotate sketches to explain and elaborate ideas? Can they sketch lightly? (no need to use a rubber to correct mistakes). Can they use shading to show light and shadow? Can they use hatching and cross hatching to show tone and texture?</p>	<p>DRAWING</p> <p>Can they use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)? Can they use a choice of techniques to represent movement, perspective, shadows and reflection? Can they choose a style of drawing suitable for the work (e.g. realistic or impressionistic)? Can they use lines to represent movement?</p>
Spring 1	<p>PAINTING</p> <p>Can they use thick and thin brushes? Can they name and mix the primary and secondary colours? Can they create colour wheels? Can they make tints by adding white make tones by adding black?</p>	<p>PAINTING</p> <p>Can they mix colours effectively? Can they use number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines? Can they use watercolour paint to produce washes for backgrounds then add detail? Can they create mood in their paintings?</p>	<p>PAINTING</p> <p>Can they sketch (lightly) before painting to combine line and colour? Can they use the qualities of watercolour and acrylic paints to create visually interesting pieces? Can they combine colours, tones and tints to enhance the mood of a piece? Can they use brush techniques and the qualities of paint to create texture?</p>
Spring 2	<p>SCULPTURE</p> <p>Can they make different kinds of shapes? Can they add line and shape to their work? Can they use rolled up paper, straws, paper, card and clay as materials? Can they cut, roll, mould, carve and coil materials such as clay, dough, or plasticine?</p>	<p>SCULPTURE</p> <p>Can they create and combine shapes to create recognisable 3D forms? (e.g. shapes made from nets or solid materials). Can they include texture that conveys feelings, expression, or movement? Can use clay and other mouldable materials? Can they add onto their work to create texture and shape?</p>	<p>SCULPTURE</p> <p>Can they show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations? Can they use tools to carve and add shapes, texture and pattern? Can they combine visual and tactile qualities? Can they use frameworks (such as wire or moulds) to provide stability and form?</p>

<p>Summer 1</p>	<p>COLLAGE</p> <p>Can they cut and tear combination of materials (e.g. Paper and card) for their collages? Can they gather and sort the materials they will need? Can they use different kinds of materials on their collage to create?</p>	<p>COLLAGE</p> <p>Can they cut very accurately? (Ensure work is precise.) Can they use coiling, overlapping and montage? Can they select and arrange materials for a striking effect?</p>	<p>COLLAGE</p> <p>Can they mix textures (rough and smooth, plain and patterned)? Can they combine visual and tactile qualities? Can they use mosaic-like materials and techniques?</p>
<p>Summer 2</p>	<p>PRINTING</p> <p>Can they design their own printing block by using objects to create prints? (e.g. fruit, vegetables or sponges). Can they create a repeating or overlapping pattern? Can they create a print using pressing, rolling, rubbing and stamping? Can they mimic print from the environment (e.g. wallpapers).</p>	<p>PRINTING</p> <p>Can they make a printing block? (e.g. from coiled string glued to a block). Can they use layers of two or more colours and make a 2 or more-colour print? Can they replicate patterns observed in natural or built environments? Can they make precise repeating patterns?</p>	<p>PRINTING</p> <p>Can they build up layers of colours? Can they create an accurate pattern, showing fine detail that meets a given criteria? Can they use a range of visual elements to reflect the purpose of their work?</p>
<p>Ongoing through the year</p>	<p>DEVELOP IDEAS & TAKE INSPIRATION FROM THE GREATS</p> <p>Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop Describe the work of notable artists studied to create pieces.</p>	<p>DEVELOP IDEAS & TAKE INSPIRATION FROM THE GREATS</p> <ul style="list-style-type: none"> •Collect information, sketches, and resources. •Adapt and refine ideas as they progress. •Explore ideas in a variety of ways. •Comment on artworks using visual language. •Replicate some of the techniques used by notable artists, artisans and designers. •Create original pieces that are influenced by studies of others. 	<p>DEVELOP IDEAS & TAKE INSPIRATION FROM THE GREATS</p> <ul style="list-style-type: none"> •Develop and imaginatively extend ideas from starting points throughout the curriculum. •Collect information, sketches and resources and present ideas imaginatively in a sketchbook. •Use the qualities of materials to enhance ideas. •Spot the potential in unexpected results as work progresses. •Comment on artworks with a fluent grasp of visual language. •Give details (including own sketches) about the style of some notable artists, artisans and designers. •Show how the work of those studied was influential in both society and to other artists. •Create original pieces that show a range of influences and styles.