



**Greasley Beauvale Primary School**  
**Art Curriculum**



	<b>Artist Study</b>	<b>Knowledge and skills</b>	<b>Evaluation</b>	<b>Vocabulary</b> <i>Keywords in blue have been introduced in previous year groups.</i>
<b>Nursery</b>				
<b>Reception</b>	<b><u>Great Artists through history</u></b>  Jackson Pollock	To mark make with pencil and other medium (felt tip, crayon, wax etc) To recognise colour in an artist's work. To explore using paint to make marks. To create simple lines and shapes.	<i>To look at the work of an artist. To tell an adult the choices they have made. To say what they can see in a piece of art.</i>	artist colour red yellow blue line shape
	<b><u>Artists representing diversity</u></b>  Edgar Artis	To know how to use scissors safely. To begin to cut with purpose. To choose colours for use in their own work. To recognise colour in an artist's work. To recognise colour in the environment. To begin to describe texture in simple terms. To recognise textures in the environment.	<i>To look at the work of an artist. To tell an adult the choices they have made. To say what they can see in a piece of art.</i>	designer colour red yellow blue texture
	<b><u>Self-portrait week</u></b>  Helen Oxenbury	To mark make with pencil and other medium (felt tip, crayon, wax etc) To begin to draw faces with identifiable features. To create simple lines and shapes. To choose colours for use in their own work. To recognise colour in an artist's work. To recognise colour in the environment.	<i>To look at the work of an artist. To tell an adult the choices they have made. To say what they can see in a piece of art.</i>	artist colour red yellow blue line shape eye nose mouth ears
<b>Year 1</b>	<b><u>Great Artists through history</u></b>	To draw simple shapes with increasing accuracy. To create lines of different thickness in drawings. To colour own work with pencil crayon without leaving the lines.	<i>To describe what can be seen and give an opinion about the work of an artist. To begin to use first hand observation to plan their work. To begin to understand the inspiration for an artist's work.</i>	abstract primary colours <i>(red, yellow, blue)</i>



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	Henri Matisse	To know the primary and secondary colours. To cut simple shapes. To cut various lines drawn. To understand the process of collage.	To be able to discuss the choices they have made in their own artwork. To begin to annotate artwork with simple adjectives. To comment on the work of their peers sharing things they like.	secondary colours (orange, green, purple) line shape collage
	<b><u>Artists representing diversity</u></b>  Marc Allante	To draw simple shapes with increasing accuracy. To create lines of different thickness in drawings. To colour own work with pencil crayon without leaving the lines. To experiment with different ways of mark making with paint. To understand how to use the medium of watercolour paint. To know the primary and secondary colours.	To describe what can be seen and give an opinion about the work of an artist. To begin to use first hand observation to plan their work. To begin to understand the inspiration for an artist's work. To be able to discuss the choices they have made in their own artwork. To begin to annotate artwork with simple adjectives. To comment on the work of their peers sharing things they like.	primary colours (red, yellow, blue) secondary colours (orange, green, purple) line watercolour medium
	<b><u>Self-portrait week</u></b>  Roy Lichtenstein	To draw facial features that represent correct shapes (eg. eye shape, nose shape) To draw simple shapes with increasing accuracy. To create lines of different thickness in drawings. To experiment with different ways of mark making with paint. To know the primary and secondary colours.	To describe what can be seen and give an opinion about the work of an artist. To begin to use first hand observation to plan their work. To begin to understand the inspiration for an artist's work. To be able to discuss the choices they have made in their own artwork. To begin to annotate artwork with simple adjectives. To comment on the work of their peers sharing things they like.	pop art ben day dots self portrait primary colours (red, yellow, blue) secondary colours (orange, green, purple) line shape facial features (eyes, nose, ears, mouth)
<b>Year 2</b>	<b><u>Great Artists through history</u></b>  William Morris	To know how to use a viewfinder to focus on a specific part of an artefact or artwork before drawing it. To know how to sculpt clay. To know how to join two pieces of clay. To know how to roll and coil clay. To know how to create textures in clay.	To analyse a piece of artwork sharing what they like and dislike. To recognise styles and similarities across two pieces of artwork. To begin to reflect and respond to an artwork independently. To use first hand observation to plan their work. To annotate their own artwork with the choices they have made. To comment on the work of their peers and ask questions about what they have made.	designer textiles repeating pattern viewfinder clay sculpt roll coil texture



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	<p><b><u>Artists representing diversity</u></b></p> <p>Tracey English</p>	<p>To cut more detailed shapes with increasing neatness.</p> <p>To stamp, rub and press with paint to create printed artwork.</p> <p>To know how to mix the primary and secondary colours.</p> <p>To know how to make tints and shades.</p> <p>To understand the process of collage.</p>	<p>To analyse a piece of artwork sharing what they like and dislike.</p> <p>To recognise styles and similarities across two pieces of artwork.</p> <p>To begin to reflect and respond to an artwork independently.</p> <p>To use first hand observation to plan their work.</p> <p>To annotate their own artwork with the choices they have made.</p> <p>To comment on the work of their peers and ask questions about what they have made.</p>	<p>primary colours (red, yellow, blue)</p> <p>secondary colours (orange, green, purple)</p> <p>tints</p> <p>shades</p> <p>mix</p> <p>stamp</p> <p>rub</p> <p>press</p> <p>print/ positive print</p> <p>medium</p> <p>collage</p>
	<p><b><u>Self-portrait week</u></b></p> <p>Fernand Leger</p>	<p>To draw eyes, nose and mouth with some detail. (eg shape, pupil, eyelashes, nostrils, lips)</p> <p>To begin to experiment with different tones with coloured medium.</p> <p>To know how to use a viewfinder to focus on a specific part of an artefact or artwork before drawing it.</p>	<p>To analyse a piece of artwork sharing what they like and dislike.</p> <p>To recognise styles and similarities across two pieces of artwork.</p> <p>To begin to reflect and respond to an artwork independently.</p> <p>To use first hand observation to plan their work.</p> <p>To annotate their own artwork with the choices they have made.</p> <p>To comment on the work of their peers and ask questions about what they have made.</p>	<p>abstract</p> <p>cubism</p> <p>self portrait</p> <p>primary colours (red, yellow, blue)</p> <p>secondary colours (orange, green, purple)</p> <p>tones</p> <p>facial features (pupil, nostrils, eyelashes, lips)</p> <p>viewfinder</p>
<b>Year 3</b>	<p><b><u>Great Artists through history</u></b></p> <p>Vincent Van Gogh</p>	<p>To experiment creating texture with different medium.</p> <p>To know how to use sketches to produce a final piece of art.</p> <p>To know how to use a viewfinder to focus on a specific part of an artefact or artwork before drawing it.</p>	<p>To compare similarities and differences between two pieces of artwork.</p> <p>To reflect and respond to an artwork independently.</p> <p>To select and combine ideas, methods and approaches by exploring the work of others.</p> <p>To begin to make changes to their plans through evaluation.</p> <p>To begin to discuss the work, choices and inspiration of an artist being studied.</p> <p>To annotate their own artwork with some critical reflection.</p>	<p>impressionism</p> <p>sketch</p> <p>viewfinder</p> <p>texture</p> <p>medium</p>
	<p><b><u>Artists representing diversity</u></b></p>	<p>To begin to use shading to show shadow.</p> <p>To experiment with different grades of pencil.</p> <p>To experiment creating texture with different medium.</p>	<p>To compare similarities and differences between two pieces of artwork.</p> <p>To reflect and respond to an artwork independently.</p>	<p>tints</p> <p>shades</p> <p>mix</p> <p>viewfinder</p>



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	Katsushika Hokusai	<p>To know how to use a viewfinder to focus on a specific part of an artefact or artwork before drawing it.</p> <p>To know how to use sketches to produce a final piece of art.</p> <p>To know how to create a wash with watercolour.</p> <p>To develop accuracy with a paint brush.</p> <p>To know how to create tints and shades with watercolour.</p>	<p>To select and combine ideas, methods and approaches by exploring the work of others.</p> <p>To begin to make changes to their plans through evaluation.</p> <p>To begin to discuss the work, choices and inspiration of an artist being studied.</p> <p>To annotate their own artwork with some critical reflection.</p>	<p>texture</p> <p>medium</p> <p>watercolour</p> <p>wash</p> <p>sketch</p> <p>pencil grade</p> <p>shading</p>
	<p><b><u>Self-portrait week</u></b></p> <p>Boris Schmitz</p>	<p>To draw faces with facial features in correct placement and proportion.</p> <p>To begin to use shading to show shadow.</p> <p>To experiment with different grades of pencil.</p> <p>To know how to use a viewfinder to focus on a specific part of an artefact or artwork before drawing it.</p> <p>To know how to manipulate materials to make sculpture.</p>	<p>To compare similarities and differences between two pieces of artwork.</p> <p>To reflect and respond to an artwork independently.</p> <p>To select and combine ideas, methods and approaches by exploring the work of others.</p> <p>To begin to make changes to their plans through evaluation.</p> <p>To begin to discuss the work, choices and inspiration of an artist being studied.</p> <p>To annotate their own artwork with some critical reflection.</p>	<p>sculptor</p> <p>self portrait</p> <p>facial features (pupil, nostrils, eyelashes, lips)</p> <p>viewfinder</p> <p>proportion</p> <p>placement</p> <p>pencil grade</p> <p>shading</p> <p>sculpt materials</p> <p>medium</p>
<b>Year 4</b>	<p><b><u>Great Artists through history</u></b></p> <p>Antoni Gaudi</p>	<p>To use shading to show light and shadow.</p> <p>To make a choice about which grade of pencil is most suitable.</p> <p>To use smudging to show tone and texture.</p> <p>To know how to pinch clay.</p> <p>To know how to create holes and hollows in clay.</p> <p>To know how to carve details into clay.</p> <p>To choose an appropriate paintbrush for the detail required.</p>	<p>To compare similarities and differences between two pieces of artwork and discuss preferences, providing justification.</p> <p>To reflect and respond to an artwork independently.</p> <p>To select and combine ideas, methods and approaches by exploring the work of others.</p> <p>To make changes to their plans through evaluation.</p> <p>To discuss the work, choices and inspiration of an artist being studied.</p> <p>To annotate their own work with critical reflections.</p> <p>To discuss the work of their peers' sharing what they like and next steps.</p>	<p>Architecture/ architect</p> <p>shading</p> <p>pencil grade</p> <p>smudging</p> <p>tone</p> <p>texture</p> <p>light</p> <p>shadow</p> <p>medium</p> <p>clay</p> <p>sculpture</p> <p>pinch</p> <p>holes</p> <p>hollows</p> <p>carve</p>
	<p><b><u>Artists representing diversity</u></b></p>	<p>To use own body language to portray emotion in photographs.</p> <p>To represent mood with colour.</p>	<p>To compare similarities and differences between two pieces of artwork and discuss preferences, providing justification.</p> <p>To reflect and respond to an artwork independently.</p>	<p>mood</p> <p>blending</p> <p>smudging</p>



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Year 5	<p>Sonia Delauney</p>	<p>To blend, shade and add texture using coloured medium. To use smudging to show tone and texture.</p>	<p>To select and combine ideas, methods and approaches by exploring the work of others. To make changes to their plans through evaluation. To discuss the work, choices and inspiration of an artist being studied. To annotate their own work with critical reflections. To discuss the work of their peers' sharing what they like and next steps.</p>	<p>shading texture tone body language emotion photographs/photography medium</p>
	<p><b><u>Self-portrait week</u></b></p> <p>Amy Sherald</p>	<p>To draw detailed facial features. To use shading to show light and shadow. To make a choice about which grade of pencil is most suitable. To use smudging to show tone and texture. To choose an appropriate paintbrush for the detail required. To mix colour to make appropriate choices for their own self portrait.</p>	<p>To compare similarities and differences between two pieces of artwork and discuss preferences, providing justification. To reflect and respond to an artwork independently. To select and combine ideas, methods and approaches by exploring the work of others. To make changes to their plans through evaluation. To discuss the work, choices and inspiration of an artist being studied. To annotate their own work with critical reflections. To discuss the work of their peers' sharing what they like and next steps.</p>	<p>self portrait colour mixing shading light shadow smudging facial features (pupil, nostrils, eyelashes, lips) placement proportion tone texture</p>
Year 5	<p><b><u>Great Artists through history</u></b></p> <p>Banksy</p>	<p>To make conscious choices to represent mood. To know how to create an accurate print design. To demonstrate attention to detail in a piece of painted artwork. To represent mood with colour.</p>	<p>To begin to consider the visual impact of an artist's work. To reflect and respond to an artwork independently. To select and combine ideas, methods and approaches by exploring the work of others. To discuss confidently the work, choices and inspiration of an artist being studied. To annotate their own work with critical reflection beginning to comment on the visual impact of their work. To discuss the work of their peers beginning to comment on visual impact and the inspiration.</p>	<p>street art graffiti mood print/printing positive printing reduction printing block printing impression stencil</p>
	<p><b><u>Artists representing diversity</u></b></p> <p>Nancey B. Price</p>	<p>To know how to integrate digital images into artwork. To use photographs to portray emotion. To make conscious choices to represent mood. To represent mood with colour.</p>	<p>To begin to consider the visual impact of an artist's work. To reflect and respond to an artwork independently. To select and combine ideas, methods and approaches by exploring the work of others. To discuss confidently the work, choices and inspiration of an artist being studied. To annotate their own work with critical reflection beginning to comment on the visual impact of their work. To discuss the work of their peers beginning to comment on visual impact and the inspiration.</p>	<p>mood body language emotion photographs/photography medium digital image photomontage collage</p>



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<b>Year 6</b>	<b><u>Self-portrait week</u></b>  Lui Ferreyra	<p>To begin to draw faces showing expression.</p> <p>To use hatching, cross hatching and smudging to show tone and texture.</p> <p>To represent mood with colour.</p> <p>To use shading with colour to show light and dark.</p> <p>To begin to make choices about which taught drawing skills to use in their work.</p>	<p>To begin to consider the visual impact of an artist's work.</p> <p>To reflect and respond to an artwork independently.</p> <p>To select and combine ideas, methods and approaches by exploring the work of others.</p> <p>To discuss confidently the work, choices and inspiration of an artist being studied.</p> <p>To annotate their own work with critical reflection beginning to comment on the visual impact of their work.</p> <p>To discuss the work of their peers beginning to comment on visual impact and the inspiration.</p>	<p>self portrait</p> <p>mood</p> <p>shading</p> <p>facial features (pupil, nostrils, eyelashes, lips)</p> <p>expression</p> <p>hatching</p> <p>cross-hatching</p> <p>smudging</p> <p>tone</p> <p>texture</p> <p>shading</p> <p>light</p> <p>dark</p>
	<b><u>Great Artists through history</u></b>  Pablo Picasso	<p>To make choices about which taught drawing skills to use in their work.</p> <p>To know how to layer thin sheets of clay.</p> <p>To make choices about which taught clay skills to use in their work.</p> <p>To know how to use 2D art to make 3D interpretations.</p>	<p>To analyse pieces of artwork considering visual impact and how the artist's ideas have been communicated.</p> <p>To compare and contrast methods and techniques used by artists.</p> <p>To reflect and respond to an artwork independently.</p> <p>To consider visual impact of their own work when planning.</p> <p>To select and combine ideas, methods and approaches for the most effective visual impact.</p> <p>To annotate their own work with explanation of choices made for visual impact.</p> <p>To annotate their own work with next steps and changes they would make.</p> <p>To discuss the work of their peers commenting on visual impact.</p>	<p>abstract</p> <p>cubism</p> <p>medium</p> <p>clay</p> <p>sculpture</p> <p>pinch</p> <p>holes</p> <p>hollows</p> <p>carve</p> <p>texture</p> <p>interpretations</p>
	<b><u>Artists representing diversity</u></b>  Jean-Michel Basquiat	<p>To make choices about which taught drawing skills to use in their work.</p> <p>To know which media to use to create maximum impact.</p> <p>To know how to create mood.</p>	<p>To analyse pieces of artwork considering visual impact and how the artist's ideas have been communicated.</p> <p>To compare and contrast methods and techniques used by artists.</p> <p>To reflect and respond to an artwork independently.</p> <p>To consider visual impact of their own work when planning.</p> <p>To select and combine ideas, methods and approaches for the most effective visual impact.</p> <p>To annotate their own work with explanation of choices made for visual impact.</p> <p>To annotate their own work with next steps and changes they would make.</p> <p>To discuss the work of their peers commenting on visual impact.</p>	<p>hatching</p> <p>cross-hatching</p> <p>smudging</p> <p>shading</p> <p>collage</p> <p>sgraffito</p> <p>mixed media</p> <p>visual impact</p>



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	<p><b><u>Self-portrait week</u></b></p> <p>Barbara Walker</p>	<p>To draw facial features that represent their own accurately. To use scumbling and stippling to show tone and texture. To make choices about which taught drawing skills to use in their work. To draw faces showing expression.</p>	<p>To analyse pieces of artwork considering visual impact and how the artist's ideas have been communicated. To compare and contrast methods and techniques used by artists. To reflect and respond to an artwork independently. To consider visual impact of their own work when planning. To select and combine ideas, methods and approaches for the most effective visual impact. To annotate their own work with explanation of choices made for visual impact. To annotate their own work with next steps and changes they would make. To discuss the work of their peers commenting on visual impact.</p>	<p>self portrait scumbling stippling accurate representation hatching cross-hatching smudging shading facial features (pupil, nostrils, eyelashes, lips) expression</p>
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