



Monkston Primary School PKC Art Curriculum Overview



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	All About Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Creating with materials	<p>Exploring colour. Painting with primary colours. Mixing secondary colours. Painting: portraits</p> <p>Artist: A study of Joan Miró</p>	<p>Colour and the seasons. Exploring which colours show us different seasons. Cutting: snowflake Design.</p> <p>Artist: A study of Pissarro's season paintings.</p>	<p>Exploring line. Taking a line for a walk. and curved lines. Puppets: Chinese New Year</p> <p>Artists: Creating drip paintings like Jackson Pollock. Creating pictures like Friedensreich Hundertwasser using spirals.</p>	<p>Exploring what we can see in the world around us.</p> <p>Artists: studying how Van Gogh used different marks to draw still life. Looking at LS Lowry and drawing our own houses and "matchstick" people. Using the architecture of Friedensreich Hundertwasser to inspire us to draw imaginary houses.</p>	<p>Animals in art. Painting real fish with ink and wax resist.</p> <p>Artist: A study of Rousseau's "Tiger in a Tropical Storm".</p>	<p>People in art Practising drawing people.</p> <p>Artists: Looking at Degas' ballerinas. Creating clay sculptures of "Miro-like" people.</p>

Year 1	Year 1 Summary					
	<p>Concepts in Art: colour, line, style Types of Art: Paintings of Children, narrative art, architecture, sculpture, Pointillism, Cubism Skills: painting, drawing, 3D form, collage Process: verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork Painting: brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour Drawing: using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels 3D Form: modelling with clay, sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc Collage: collage with tissue paper (tearing)</p>					
Year 1	Colour <i>(Painting & Mixed Media)</i>	Line <i>(Drawing & Mixed Media)</i>	Architecture <i>(Drawing, 3D Form and Collage)</i>	Style in Art/Narrative Art <i>(Painting & Drawing)</i>	Paintings of Children <i>(Painting, Drawing & Collage)</i>	Sculpture <i>(Drawing & 3D Form)</i>
Stimuli (artists, art, buildings)	Van Gogh, Bruegel, Vermeer, Hockney, Monet	Rembrandt, Miro, Klee	Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo	Seurat, Van Gogh, Tintoretto, Uccello, Moreau	Hogarth, Bruegel, Hockney, Cassatt	Degas, Gormley, Hepworth, Moore, Giacometti
Concepts	Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brush strokes.	Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things.	Defining architecture, purpose, features, design process.	Style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings.	Paintings can tell us about the past, art can give us messages, cubism.	Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale
Skills	Colour mixing, holding and using a brush, using different brushstrokes.	Drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination.	Line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media.	Painting with dots, using short brushstrokes, colour mixing, drawing from the imagination.	Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture.	Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire.

Year 2	Year 2 Summary					
	<p>Concepts in Art: colour, shape, texture, pattern, symmetry Types of Art: portraits, landscapes, Anglo-Saxon art, murals, tapestries Skills: painting, drawing, 3D form, collage, textiles, printing, mixed media Process: verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork Painting: brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing: using lines, observation, detail, mark making to show texture, pencil, charcoal, oil pastels 3D Form: modelling with clay, sticking and carving, sculpting with wire and paper, sculpting with natural objects Collage: collage with paper – cutting organic shapes, collage with textiles – colour matching</p>					
Year 2	Colour and Shape <i>(3D Form, Painting & Drawing)</i>	Colour, Shape and Texture <i>(Collage & Drawing)</i>	Portraits and Self-Portraits <i>(Drawing & Painting)</i>	Landscape and Symmetry <i>(Mixed Media & Sculpture)</i>	History Painting <i>(Drawing & Mixed Media)</i>	Murals and Tapestries <i>(Printing & Textiles)</i>
Stimuli (artists, art, buildings)	Kandinsky, Delauney, Monet, Klee, Picasso, Calder	Matisse, Durer, Jan van Eyck	Leonardo daVinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi	Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy	Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann	Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy
Concepts	Primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes	cut-outs, complementary colours, organic shapes, composition, visual texture	Portraits v self-portraits, representation in portraits, proportions of a face, cubism	What is a landscape, different methods to paint landscapes, Turner’s style, symmetry in nature and art, temporary art	History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told	What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition
Skills	Colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team	colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels	Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels	Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects	Sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage	Mono-printing, weaving, creating a composition

Year 3	Year 3 Summary					
	<p>Concepts in Art: line, form, pattern, symmetry Types of Art: still life, history painting, Ancient Egypt, architecture Skills: painting, drawing, 3D form, collage, printing, mixed media Process: verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork Painting: brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing: using lines, observation, detail, using a ruler, line weight, sketching pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3D Form: modelling with clay - sticking and carving, clay relief, model making with mixed media Collage: collage with paper and tissue paper Printing: mono-printing with polystyrene</p>					
Year 3	Line (Drawing & Painting)	Still Life and Form (Drawing)	Art of Ancient Egypt (Drawing & 3D Form)	Anglo-Saxon Art (Drawing, Painting & Collage)	Architecture (Drawing, Sculpture & Collage)	Modern Architecture (Drawing & 3D Form)
Stimuli (artists, art, buildings)	Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai	Warhol, Morandi, Stubbs, Cezanne, Moser	The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead	Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry	Parthenon (Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa	Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)
Concepts	Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines.	What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form.	Power of the Pharaohs represented in art, what is a bust, first use of paper, Ancient Egyptian gods.	Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery.	What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, feature of architecture (towers/domes), Gaudi's use of curved lines, nature, mosaics and stained glass.	Modern vs traditional, function, inspiration, process: models and drawing, construction: engineers
Skills	Continuous line drawing, line weight, drawing contour lines, mono-printing.	Pencil techniques to show form and tone, cross-hatching, drawing still life – what you see, layering oil pastels.	Sketching, modelling in clay, creating patterns, making paper, drawing in profile.	Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage.	Using lines to create a design, working with clay to create a relief, building up and carving away, collage.	Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team.

Year 4	Year 4 Summary					
<p>Concepts in Art: light, space, design – elements of art, pattern Types of Art: Ancient Rome, Byzantine Empire, textiles Skills: painting, drawing, 3D form, collage, mixed media Process: verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork Painting: brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour Drawing: using lines, observation, detail, sketching, chalk and charcoal to show tone 3D Form: cardboard reliefs, model making with mixed media Collage: collage with paper Textiles: embroidery, weaving</p>						
Year 4	Light <i>(Drawing & Painting)</i>	Space <i>(Drawing & 3D Form)</i>	Design <i>(Drawing & Painting)</i>	Monuments of Ancient Rome <i>(3D Form)</i>	Monuments of the Byzantine Empire <i>(Painting & Collage)</i>	Needlework, Embroidery and Weaving <i>(Textiles)</i>
Stimuli <i>(artists, art, buildings)</i>	Caravaggio, Vermeer, Goncharova, Begum	Matisse, Millet, Bonheur, Bruegel, Turner	Matisse, Munch, Kauffman	The Pantheon, Colosseum, Trajan’s Column	Hagia Sofia, Basilica of San Vitale – Ravenna, icons	MacDonald, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers
Concepts	Light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways.	Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth.	Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours.	What is a monument, monuments show Emperor’s power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan’s column	Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon	What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries.
Skills	Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic.	Using shade to create tone, using line to draw a landscape, creating a relief in cardboard.	Arranging a composition, using lines to show expression, painting with watercolour.	Following instructions, model making, working as a team.	Copying patterns, painting with watercolour, collage.	cross-stitch design, cross-stitch, weaving.

Year 5	Year 5 Summary					
	<p>Concepts in Art: style, colour, pattern, abstract Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, printmaking Skills: painting, drawing, 3D form, printing, mixed media Process: verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork Painting: using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use Drawing: using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone 3D Form: modelling with clay – sticking and carving (reliefs), cardboard reliefs Printing: mono-printing with Perspex, screen-printing</p>					
Year 5	Style in Art (Drawing & Painting)	Islamic Art and Architecture (Drawing, Painting & 3D Form)	Art from Western Africa (Drawing & 3D Form)	Chinese Painting and Ceramics (Painting)	Print Making (Printing)	History of Photography (Photography & Collage)
Stimuli (artists, art, buildings)	Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky	The Dome of the Rock, The Alhambra, The Taj Mahal, Begum	Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin.	Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush-writing and painting, porcelain	Rembrandt, Hogarth, Hokusai, Warhol	Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind
Concepts	What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art.	Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.	Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example, the influence of the Portuguese traders on West African art.	Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.	Printmaking as an indirect art form: blocks, plates, silkscreens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.	The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography.
Skills	Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvas, painting patterns, using colour theory to make colour decisions, creating texture with acrylic.	Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.	Using 3D mixed media to design and create relief sculptures.	Using Chinese painting materials and Chinese painting style – emphasis on brush use.	Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.	Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.

Year 6	<p style="text-align: center;">Year 6 Summary</p> <p>Concepts in Art: realism – observational drawing, linear perspective, science in art, painting en plein air, pattern</p> <p>Types of Art: Renaissance art and architecture, Victorian art and architecture, the Pre-Raphaelites, Victorian design – the Arts & Crafts movement, Impressionism and Post-Impressionism, Modernism</p> <p>Skills: painting, drawing, 3D form, collage, printing</p> <p>Process: verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork</p> <p>Painting: observation, using watercolours – light to dark, broken brushstrokes, painting plaster</p> <p>Drawing: using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone</p> <p>3D Form: modelling with clay – sticking and carving (reliefs), casting in plaster</p> <p>Collage: collage with paper</p> <p>Printing: reduction printing with polystyrene</p>					
Year 6	<p style="text-align: center;">Art in the Italian Renaissance <i>(Drawing, Painting, 3D Form)</i></p>	<p style="text-align: center;">Renaissance Architecture & Sculpture <i>(Drawing & 3D Form)</i></p>	<p style="text-align: center;">Victorian Art & Architecture <i>(Drawing & Painting)</i></p>	<p style="text-align: center;">William Morris <i>(Drawing & Printing)</i></p>	<p style="text-align: center;">Impressionism & Post-Impressionism <i>(Drawing, Painting & Collage)</i></p>	<p style="text-align: center;">Art in the 20th Century – Modernism and Beyond</p>
Stimuli (artists, art, buildings)	Michelangelo, Leonardo da Vinci, Raphael	Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's	Pugin, Barry – The Houses of Parliament, Rossetti, Millais	William Morris – a detailed study	Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin	Picasso, Hepworth, Auerbach, Freud, Bowling, Himid
Concepts	Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.	Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto.	Classical v Gothic architecture, Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality.	Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.	Painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, VanGogh, Gauguin).	Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender.
Skills	Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.	Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.	Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes, working in watercolour from light to dark. Observing nature closely.	Creating a design based on nature, relief reduction printing.	painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage.	A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.