



Robert Shaw Primary School Art Curriculum

Curriculum Vision

At Robert Shaw, we believe that it is important for our children to develop a fascination and enjoyment for all aspects of art, and also to develop an ability to express themselves creatively in a variety of different ways and in different contexts. We consider that using the lives and works of artists is an important part of this development. Through the progression of our art curriculum, our children will gain artistic experience and creativity. Big questions are used to encourage critical thinking about art and artists.

In F1 and F2

We follow Birth to Five Matters – Expressive Arts and Design.

Children begin by exploring mark making using fingers and other parts of their bodies as well as tools and brushes. They are encouraged to express ideas about the marks they make. They explore different materials and use their senses to investigate them. They make models. They move on to draw closed shapes with continuous lines. They represent movement in drawing and painting. They create expression and emotion and make more complex and intricate models with greater meaning.

Key stage 1 pupils should be taught to:

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques.

Throughout the Robert Shaw curriculum for Art, our vision is to develop children's understanding of the key artistic concepts:

- A: 2D Art- drawing colouring and painting
- B: 2D Art- Printing
- C: 3D Art
- D: Computer art
- E: Responding to Art and Artistic expression
- F: Exploring and developing ideas.
-

These concepts are broken down into a series of numbered skills for each year group to show achievement.



Robert Shaw Primary School Art Curriculum

F	Autumn	Spring	Summer
Year 1	<p>How do different people celebrate?</p> <p>C: Create a tile mosaic A: Lots of 'free' art in continuous provision – chance for children to be creative with paint, pens, chalk, C: model magic.</p>	<p>Where in the world am I?</p>	<p>Who makes a difference to our world?</p>
Year 2	<p>Do we see beauty in different ways?</p> <p>A: E: Explore how artists portray beauty- E: pop art- compare artists- B: printing.</p>	<p>What makes a planet earth special?</p> <p>A: E: Study work of Candido Bido (Dominican Republic).</p>	<p>How has the history of London affected our country's history?</p> <p>Explore how London is portrayed in works of art- create art portraying Nottingham.</p>
Year 3	<p>How does Culture influence food and Clothing?</p> <p>A: Portraits based on Hats of faith book. E: Art and fashion- study clothing design- Fabric prints and designs. A: Draw and design traditional costumes, prints and designs, colours and blends.</p>	<p>How can small actions change the world?</p>	<p>Why do people settle in Britain?</p>
Year 4	<p>Are all people born equal?</p> <p>F: Explore the work of artists with neurodiversity and disabilities.</p>	<p>Why should we care for the health of our planet?</p>	<p>How did the ancient Greeks change the world?</p>



Robert Shaw Primary School Art Curriculum

Year 5	Where do we belong? C: Use of mixed media to create a sculpture of themselves.	Are all natural disasters natural?	Can conflict ever be fair for all?
Year 6	What does it mean to “be myself”? E:Exploration of self portraits , how different artists express who they are through their art.	How do our choices impact other people around the world?	How does the past affect how we live today?



Robert Shaw Primary School Art Curriculum

Year 1:

NC Objectives:

Pupils should be taught

A: Drawing colouring and painting, B: printing, C: collage and sculpture D: computer art, E: responding to art and expression

F: exploring and developing ideas

Key Skill Development

A:

- 1- Draw lines of varying thickness with a variety of medium
- 2- Name primary colours, mix and name secondary colours
- 3- Show feelings and mood through facial expression and colour
- 4- Draw face and shapes with basic features

B:

- 1-Create a pattern in nature repeating print
- 2-Create a pattern by pressing and rolling

C:

- 1-Use a range of collage materials to express ideas

D;

Use simple mark making tools in an IT paint package

E:

- 1-Describe what I see describing, line shape and colour
- 2- Say how art makes me feel, likes and dislikes and give opinions
- 3- Discuss famous artists, craftspeople and designers

F:

- 1-Record ideas from first hand observation
- 2-Make and review plans to carry out ideas



Robert Shaw Primary School Art Curriculum

Year 2:

NC Objectives:

Pupils should be taught about:

- A: Drawing Colouring and painting, B: printing, C: collage and sculpture D: computer art, E: responding to art and expression
F: exploring and developing ideas

Key skill development

- A:**
1-Use three different grades of pencil in drawings, explain which pencil is used for which feature and why.
2- Control dark and light in lines for effect and mood
3-Use finger blending and hatching in sketching to show shade
4-Create shades by adding black and tint by adding white in painting
5-Use lines, shape, colour and pattern to create an effect taking account of space.

- B:**
1- Print patterns in increasing complexity and repetition
2-Use pressing rubbing rolling

- C:**
1-Manipulate materials to make a sculpture through modelling and casting

- D:**
1-Use simple mark making tools in an IT package, brush and pen tools

- E:**
1-Describe work with regards to line shape pattern and colour
2-Give an opinion about an artist likes and dislikes and reasons
3-Learn by studying a well-known artist and understand their inspiration
4-Explain their feelings about art

- F:**
1-Record and explore ideas from observations, experience and imagination
2- Articulate what might change and develop in future or current work



Robert Shaw Primary School Art Curriculum

Year 3:

NC Objectives:

A: Drawing Colouring and painting, B: printing, C: collage and sculpture D: computer art, E: responding to art and expression
F: exploring and developing ideas

Key Skill Development

A:

- 1-Explain choice of different grades of pencil to shade and begin to show different textures
- 2-Draw increasingly accurate facial shapes and features showing expression and mood
- 3- Use cross hatching, solid shading and stippling in sketching
- 4-Utilize space effectively to use line, shape, colour pattern and texture with a variety of medium.
- 5-Use contrasting colours, including warm and cool colours with a variety of different brushes

B:

- 1-Create and print designs from a different time period.

C:

- 1-Sculpt with clay making a model similar to intended design
- 2-Roll balls and snakes pinch, pull and hollow clay, smooth out

D:

- 1-Use a range of tools in an IT package to create work that includes own work and that which is inspired by others

E:

- 1-Describe emotions conveyed and artists techniques to communicate this
- 2- Compare artists and their work
- 3- Learn about artists from different cultures and historical periods

F:

- 1-Record ideas from observations take inspiration from a variety of sources
- 2-Annotate work in sketch book suggesting changes and developments in current and future work.



Robert Shaw Primary School Art Curriculum

Year 4:

NC Objectives:

Pupils should be taught about:

- A: Drawing Colouring and painting, B: printing, C: collage and sculpture D: computer art, E: responding to art and expression
F: exploring and developing ideas

Key skill development

A:

- 1-Use terminology of line, shape, pattern, colour, texture, value, hue, toning and space correctly
- 2- Use sketching techniques to show the textures of fabrics, glass, nature brick
- 3-Use cross hatching, solid shading, stippling and contour hatching to show form when sketching.
- 4-Use white tint to show the reflection of light
- 5- Use complimentary and clashing colours with a wide range of brushes appropriate to task

B:

- 1-Create and print a complex design to suit a certain style or time period.
- 2-Experiment with aluminium foil printing
- 3-Layer prints to experiment with effect.

C:

- 1-Sculpt a model that is close to intended design
- 2-Roll balls and snakes, coil pinch pull and hollow clay
- 3-Begin to carve clay
- 4-Sculpt with wire

D:

- 1-Integrate digital images into art
- 2-Use a wide range of tools in an IT package

E:

- 1-Describe artwork in more detail
- 2-Interpret compare and provide personal judgement
- 3-Learn facts about artists studied explaining some of the features of their work from different historical and cultural periods

F:

- 1-Record ideas from observation experience and imagination, develop ideas taking inspiration from a variety of sources
- 2-Annotate my work for amendments, adapt and add detail
- 3-Use sketchbook to show growing individual styles
- 4-Explain why a style has been chosen and the impact it has on outcome



Robert Shaw Primary School Art Curriculum

Year 5:

NC Objectives:

Pupils should be taught about:

- A: Drawing Colouring and painting, B: printing, C: collage and sculpture D: computer art, E: responding to art and expression
F: exploring and developing ideas

Key Skill Development

- A:
- 1-Use the terminology of line, shape, pattern, colour, texture, value, hue, toning, space, depth and perspective correctly.
 - 2- Use a range of sketching techniques to show form, including the texture of natural and man-made materials.
 - 3-Draw emotion and expression on accurate facial shapes and features.
 - 4-Use warm and cool colours to create contrast and complement.
 - 5- Show perspective by layering and overlapping, consider foreground and background.
- B:
- 1-Experiment with variety of print techniques to create intricate print designs.
 - 2-Build up layers colours and textures when printing to create different effects.
- C:
- 1-Create a complex structure through modelling.
- D:
NA
- E:
- 1-Describe art work in more detail commenting on depth and perspective.
 - 2-Consider different interpretations on the same piece of art and compare different pieces of art from the same artist.
 - 3-Explore artists craftspeople and designers from different historical periods and cultures.
- F:
- 1-Record and select ideas from different sources.
 - 2- Develop own style through inspiration of artists.
 - 3-Use a sketch book as a personal portrayal of work.

Suggested Activities:

-



Robert Shaw Primary School Art Curriculum

Year 6:

NC Objectives:

Pupils should be taught

A: Drawing Colouring and painting B: printing C: collage and sculpture D: computer art E: responding to art and expression

Key Skill Development

- A:
- 1-Use terminology of line, shape, pattern, colour and texture, value, hue, toning, space, depth, perspective and composition correctly.
 - 2- Use a range of sketching techniques to form and depth including textures of glass, fabrics, nature, bricks, clay, hair, fur, and skin.
 - 3-Communicate expressions and facial features clearly showing imagination and individuality. Combine these with careful colour choice.
 - 4-Make and explain choices of colour including warm and cool colours and ranges in between.
 - 5- Show perspective by drawing one- or two-point perspective with a vanishing point.
- B:
- 1-Make own choices when printing revising skills from year 5. Build up layers, colours and textures.
- C:
- 1-Sculpt clay with ease, carve intricate designs, create complex sculptures.
- D:
- N/A
- E:
- 1-Describe depth and perspective and how design conveys meaning.
 - 2-Analyse, interpret and judge a range of art, including that from different times and cultures.
 - 3-Explore roles and purposes of artists and crafts people of different times and cultures.
- F:
- 1-Independently record and select ideas from a variety of sources.
 - 2-Develop own ideas and style from inspirational sources.
 - 3- Explain own reasoning for choices in technique, style, material and medium.