

Curriculum Outline 2025-26: **ART**

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Sketchbook cover designs All about Colour and Colour mixing. Revise primary/secondary and intro Tints, tones and shades	Artists Inspire: Fantasy Houses Design 3D modelling with paper Ceramics. Translating 2D designs to 3D <i>Art communicates in every sense.</i> <i>Artists make marks drawing our attention</i>		Artists Tell stories: (narrative art) Perspective drawing, conveying a story through images. Illustration, Art as story Painting Colour theory Design Lettering <i>Art engages - head, heart and hands</i>		Artists Disguise 3D Drawing, coloured pencil blending, layering, creative design Performance art
LITERACY	Learning key words. Presentation of information	Understanding key words associated with ceramics; writing instructions; artist research		Discussing art; analysing images, using inference; Evaluating processes and work. writing stories based on art work. learning to read an image - visual literacy.		Discussion, Talking about art
NUMERACY :	Proportions and simple ratio of amounts. Understanding patterns	Accuracy, measurement, 3D shapes key words.		Understanding of 3D shapes in perspective, using and applying ratio and proportion in terms of mixing colours. discussion of layout principles of design.		measuring and constructing, being accurate.
SMSC/Creativity/ Careers Focus	Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.	Working together, understanding processes, teamwork Artist focus: Hundertwasser. Understanding of the local environment. Artist links with Eco movement and care for the planet. Study of an artist as architect and links to this as a career path.		Artist focus: Grayson Perry, The Singh Twins, Baeux tapestry, Chagall, Kerry James Marshall, Walli art and others Understand that artists from across time and culture tell stories about the world they live in as well as illustrate fiction in order to get a message across. Working as a team, using materials safely and effectively, wellbeing. Understanding Art as a method of communication.		Artist Focus: Tom Goddard, Saul Steinberg, multicultural references.

<p>Year 6</p>	<p>Artists design for life Surface pattern design -printmaking printing techniques, using textures, building up layers, collage. Pattern design techniques on paper and digital.</p>	<p>Artists Observe Learning how to see. Techniques for drawing; tonal shading and making objects look 3D, exploration of tools and materials. Artists play with ideas, concepts and failure</p>	<p>Artists Observe - learning to see Colour mixing, including complementary colours, painting and Observation, materials, colour theory, drawing using a wider range of materials, mark making, experimentation including coloured materials. Natural forms and everyday objects. Artists make marks, drawing our attention</p>	<p>Artists explore shape - Abstract Art Drawing and painting, printmaking, experimental work, using layers and building up an image. Digital Animation Art has its own vocabulary - shaped over time and space Art is not fixed in meaning, context is everything</p>
<p>LITERACY</p>	<p>Research, Talking about art, analysing art, evaluations</p>	<p>Evaluations and reflections. Talking about art.</p>	<p>Research, Talking about art, analysing art, Evaluations. discussion using the Superpower of looking.</p>	<p>Talking about art, working in teams and using discussion to develop ideas. Evaluating progress. Research</p>
<p>NUMERACY :</p>	<p>Understanding how translating shapes can relate to pattern making, understand symmetry and rotation within pattern making.</p>	<p>Revising language around 2D and 3D forms. Approximating, Understanding proportion</p>	<p>How artists use grids to help enlarge and scale their work.</p>	<p>Use of shape, balance and measurement to create images. revisiting 2D shapes and their properties, possibly considering translation of shapes and tessellations</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: William Morris, Michael Craig Martin, Kate Frances, Rachel Moore Surface pattern design as an interior design career option - working as a designer. Understanding design as part of everyday life.</p>	<p>Wellbeing, resilience, observations.</p>	<p>Artist focus: Sarah Graham, Wayne Tiebauld, Paul Cezanne, Picasso, Art as a representation of life. Historical understanding of Still life paintings.</p>	<p>Artist focus: Matisse, Kandinsky, Miro, Klee, Rothko, Hirst, Kusama, Gillian Ayres Working in partnership with others. problem solving and teamwork.</p>

<p>Year 7</p>	<p><u>Artists Explore the world around them</u> Building on previous drawing skills. further experimentation Developing observation skills and painting skills. Learning to capture mood and emotion and a sense of place. Revisiting colour theory. <i>Art has its own vocabulary - shaped over time and space</i> <i>Artists use and abuse traditions</i></p>	<p><u>Artists Inspire, imagine and create - Fantastical Figures</u> Drawing, ceramics – thumb pots and coil technique, building on 3D design skills, Design, adaptation, ICT, digital photo manipulation <i>Art has value in unequal measures</i> <i>Art is not fixed in meaning context is everything</i></p>
<p>Extended Literacy opportunities:</p>	<p>Talking about art - the super power of looking. Inference and decoding of images. Analysing art, artist research, artist critiques</p>	<p>Research into mythical and fantasy creatures in fiction and film/games. research into artists that create these types of images. Talking about arts, analysing images, imaginative writing - creating scenarios</p>
<p>NUMERACY :</p>	<p>Understanding aerial and linear perspective.</p>	<p>Understanding proportion, balance and mass.</p>

SMSC/Creativity/
Careers
Focus

Artist Focus: Kurt Jackson, Monet, Barbara Rae, Hockney, Laurena Finéus, Gordon Cheung and others

Developing perseverance, resilience, teamwork, problem solving skills.
Developing respect for others, self expression and self esteem

Artist Focus: Ellen Jewett, Kate Clark, Scott Radke, Sharlena Wood, Charles Avery.

Model making as part of games design and special effects in film and TV.
Students work as designers.
links to storyboard artists, model makers for film and TV. Links to London trip and WB studio tour visit.

Year 8

**Artists protest
Getting the
message across - art
for social action.**

Making art with a message for a reason. Research, digital art, Examining art that recognises and promotes Changemakers. Creating art that expresses students' own views.

Art Communicates in every sense.
Art makes people powerful, for good and bad

Artists play with ideas and reality - Collage and Distortion - Surrealism

Collage, painting, drawing, printmaking, photography. appropriation. digital art.

Explore how artists use and misuse images created by others. Understand and explore how the surrealists created their work and develop that for a contemporary context.

Art makes people powerful for good and bad.
Art communicates in every sense
Artist play with ideas, concepts and failure

Artists make work that connects.

A choice based unit where students will draw upon their own concepts and ideas to develop a body of work. Drawing, painting, textiles, mixed media, design, modelling, construction, collaboration, sculpture.

Examining the work of artists who create art work that responds to their chosen thematic areas. Examining historical and contemporary styles and approaches.

Art communicates in every sense.
Artists play with ideas, concepts and failure

Artists animate - Manga & Anime

create manga inspired art, learning key techniques for drawing figures, faces and animals. create their own manga style cartoon.

<p>Extended Literacy opportunities:</p>	<p>Researching changemakers, Using slogans, researching artists and analysing art. Talking about art. reflecting on progress and the process of making art and evaluating work.</p>	<p>Discussions - what is art? researching and developing ideas. Expressing opinions, learning key words. revising grammar and sentence structure for exquisite corpse game. Develop performance art.</p>	<p>research into artists/ architects. Discussion of ideas and collaboration. planning, reflection and evaluation of designs/ making.</p>	<p>Understand storyboards as used to create animated films. Make links to fiction studied in English lessons to capture their ideas.</p>
<p>NUMERACY :</p>	<p>Using proportions of the face to create imagery. accuracy of measurement and using ratio and proportion to develop work.</p>	<p>Measurement and accuracy during 3D work - construction. understanding balance, ratio and proportion</p>	<p>Understanding the structure of more complex nets used within 3D designs. Proportion in portraits. Perspective and scale within urban painting and drawing.</p>	<p>understand proportions used in figure and facial drawing - specifically related to manga style art.</p>
<p>SMSC/Creativity/ Careers Focus</p>	<p>Artist focus: Shepherd Fairey, Banksy, Hundertwasser, Bob & Roberta Smith, Brabara Kruger, Jenny Holzer, Picasso etc Understand that art can be used to convey a message and has been used throughout history as a tool to change society.</p>	<p>Artist focus: Dali, Destroy Rankin, Peter Blake, Hannah Hoch, Tomaselli etc Explore ideas of ownership in art. What are the ethics of using images created by other people. Develop ideas in groups and work together to realise intentions.</p>	<p>Artist focus: various dependent on theme chosen. Explore career options of artistic genres and methods from illustration, architecture, textiles, fashion graphics etc. Explore art as a method for communicating ideas, meaning and expression. Work collaboratively with others to realise intentions. value others ideas, work and treat other artists in the class with respect.</p>	<p>A range of Anime and Manga artist styles will be referenced. Links to illustration and animated film making as career opportunities.</p>