

- The Aspire curriculum has been planned to broaden the pupils' cultural capital experiences as well as art skills. Each term there is a focused artist for the pupils to learn about and look at artwork etc. The 4 year cycle has been carefully planned to ensure that there is a wide variety of art styles and periods in history as well as a range of age and cultural backgrounds of the artists.
- Alongside the focus artists art skills are taught in line with the National Curriculum in blocked units 3 times a year. These are linked to the theme of the term where possible.
- Pupils all have a sketchbook to practice new skills and record their work.
- A range of resources are used to teach lessons including PowerPoints, online videos and practical demonstrations.
- Pupils work with a range of different mediums including paints, pastels, chalks and 3D work.
- Where appropriate pupils are given the opportunity to work outside of the classroom.
- Workshops, trips and special events are also used to enhance the curriculum and further engage the pupils.
- Pupils can choose to attend art curriculum clubs on a Friday afternoon to further develop their interests.
- Parents are invited to share the pupils' work and engage in practical activities.
- The Aspire curriculum is a progression of skills and therefore pupils are taught according to their ability and past experiences not necessarily their year group.

4 Year Curriculum Cycle

Year 1 2019-20

Topic	Ancient Egypt	Europe	Our local area (Recycling)	Extreme Weather (Earth and space)	Stone Age	Local History: The Red House
Skills	Masks (linked with DT)	Sculpture 3D (European landmark)	Collage	Mixed media	Drawing and Painting	Printing
Focus artist	Egyptian masks 	Antoni Gaudi (architecture) 	 Jane Perkins (recycling pictures)	NASA  artworks (mixed media)	Banksy - street art 	William Morris / Desiree Lucienne  

Year 2 2020-21

Topic	(The Mayans) Bounce back curriculum 2020 (COVID)	The UK	Romans	Rainforest	Local History (Eltham Palace)	Water
Skills	Drawing and painting (outdoor art)	Mixed media	Sculpture 3D	Painting	Printing	wax based media
Focus artist	 Andy Goldsworthy	Mixed media – photos Lorraine O'Grady/ 	Janet Leach/ Shōji Hamada (pottery)  	Henri Rousseau (jungle paintings) 	Renee Mackintosh / Clarice Cliff  	Ester Roi (water) 

Year 3 2021-22

Topic	shang dynasty	North and south America (RE creation art)	mountains	Safari (DT- moving animals)	Anglo Saxons	Local history study: Hall Place (DT-Moving toys)
Skills	Drawing and colour	Painting	collage	Drawing	Sculpture (jewellery)	Toys
Focus artists	<p>Ming vases</p>   <p>Ai Weiwei is a Chinese contemporary artist born 1957</p>	<p>Evelyn Patrick</p> 	<p>Frank Bowling / Chila Burman</p>  	<p>Henry Fraser</p> 		<p>Louis Marx/Alfred Gilbert/Nargarete Steiff (toy makers)</p> 

Year 4 2022-23

Topic	ancient greece	Around the world	Arctic /Antarctic	Looking after the world	Local history WW2	Vikings
Skills	sculpture	Aboriginal Art	Collage	Plastic sculpture (links with DT)	mixed media	pattern - viking art styles
Focus artists	<p>Henry Moore/Barbara Hepworth</p> 	<p>Emily Kngwarreye</p> 	<p>Lance Letscher</p> 	<p>Judith Scott / Robert Bradford</p> 		

Art and Design Progression Skills

		Year 1/2	Year 3/4	Year 5/6
		National Curriculum		
S k i l l s a n d t e c h n i q u e s		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 in using colour, pattern, texture, line, shape, form and space. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg. Pencil, charcoal, paint and clay) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg. Pencil, charcoal, paint and clay)
			Creating Ideas	
		<p>Work from observation and known objects</p> <p>Use imagination to form simple images from given starting points</p> <p>Work with different materials</p> <p>Begin to think what materials best suit the task</p>	<p>Develop sketch books</p> <p>Use a variety of ways to record ideas including digital cameras and i-pads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p> <p>Experiment with a wider range of materials</p> <p>Present work in a variety of ways</p>	<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with mixed media work and annotations.</p> <p>Select own images and starting points for work.</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Begin to explore possibilities, using and combining different styles and techniques.</p>

	Drawing/mark making	
<p>Begin to control lines to create simple drawings from observations</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</p> <p>Hold a large paintbrush correctly</p> <p>Make marks using paint with a variety of tools</p> <p>Consider consistency when applying paint</p> <p>Colour within the line</p> <p>Draw on smaller and large scales</p> <p>Begin to add detail to line drawings</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Draw on a range of scales</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Develop shadows</p> <p>Use of tracing</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds</p> <p>Work indoors and outdoors</p>
	Working with colour	

<p>Recognise and name primary and secondary colours</p> <p>Mix primary colours to make secondary choices</p> <p>Share colour charts to compare variations of the same colour</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Create washes to form backgrounds</p> <p>Explore the relationships between mood and colour</p>	<p>Mix and match colours (create palettes to match images)</p> <p>Lighten and darken tones using black and white</p> <p>Begin to experiment with colour to create more abstract colour palettes</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns</p>	<p>Build on previous work with colour by exploring intensity</p> <p>Introduce acrylic paint</p> <p>Develop watercolour techniques</p> <p>Explore using limited colour palettes</p> <p>Investigate working on canvas experiment with colour in creating effect.</p> <p>Mark, make with paint (dashes, blocks of colour, strokes, points)</p>
Printing		
<p>Finger print, sponger print, block print to form patterns, experiment with amounts of paint applied and develop control</p> <p>Develop controlled printing against outline/within cut out shapes</p> <p>Use a wide range of objects to print and explore possibilities eg. Different sizes and shapes</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Use roller and ink printing. Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Use rollers and ink, take prints from other objects to show texture and from repeated patterns and tessellations.</p> <p>Use rollers to create continuous patterns</p>	<p>Create printing blocks to use with roller and ink</p> <p>Explore monoprinting</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</p> <p>Experiment with screen printing</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>

Sculpture			
	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Begin to form own 3D pieces</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>Develop confidence working with clay and other materials adding greater detail and texture</p> <p>Add colour once clay has dried</p> <p>Investigate ways of joining clay</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>Design and create sculpture, both small and large scale</p> <p>Use objects around us to form sculptures</p> <p>Use wires to create malleable forms and build upon to pad out</p> <p>Create human forms showing movement</p>
Textile and collage			
	<p>Develop collages, based on simple drawing, using papers and materials</p> <p>Collect natural materials to create a temporary collage</p> <p>Weave using recycled materials</p> <p>Investigate a range of textures through rubbings</p> <p>Simple batik work</p> <p>Develop tearing, cutting and layering to create different effects</p> <p>Dye fabrics eg. Tea, red cabbage, beetroot</p> <p>Weave with wool</p>	<p>Research embroidery designs from around the world, create own design based on these</p> <p>Sew simple stitches using a variety of threads and wool</p> <p>Investigate tie-dying</p> <p>Create a collage using fabric as a base</p> <p>Make felt</p> <p>Develop individual and group collages, working on a range of scales</p>	<p>Introduce fabric block painting</p> <p>Create tie dye pieces combining two colours</p> <p>Investigate ways of changing fabrics eg sewing, ironing, cutting, tearing, creasing, knotting etc</p> <p>Weave using paintings as a stimulus</p> <p>Experiment with circular embroidery frames</p> <p>Create detailed designs which can be developed into batik pieces</p>

			Use a range of stimulus for collage work, trying to think of more abstract ways of showing views	
		National Curriculum		
		Knowledge about artists		
		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Great artists, architects and designers in history 	<p>Pupils should be taught about:</p> <p>Great artists, architects and designers in history</p>
		<p>Describe the work or a range of different artists</p> <p>Use work of a range of artists to create own pieces</p> <p>Consider works from different cultures</p>	<p>Use the work of artists to replicate own ideas or inspire own work include a range of artists eg: paintings, sculptures, printing etc</p>	<p>Use the work of artists to replicate ideas and inspire their own work eg: paintings, sculptures, printing etc</p>