## Barndale Activate Curriculum Art Overview

|  | Art |  |  |  |  |  |  |  |  |  |  |  |
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| Topic | Drawing Skills |  | Colour Chaos |  | Printing |  | Textiles |  | Sculpture/Working in 3D |  | Collage |  |
| Who/When | Hedgehogs | Autumn 1 | Hedgehogs | Autumn 2 | Hedgehogs | Spring 1 | Hedgehogs | Spring 2 | Hedgehogs | Summer 1 | Hedgehogs | Summer 2 |
| Skills | - Uses a dagger grip <br> - Uses a pincer grip <br> - Shows some control when using a pencil <br> - Requests a tool or object for a purpose <br> - Copies the action of a tool being used <br> - Traces simple shapes <br> - Undertakes a task using some simple tools under supervision |  | - Notices obvious changes eg leaves changing colour <br> - Wipes excess paint off paint brush <br> - Selects a different brush for each colour paint <br> - Selects colour with purpose <br> - Names colour mainly accurately <br> - Discusses patterns in terms of shapes/lines/colours |  | - Imitates circular strokes <br> - Imitates horizontal strokes <br> - Imitates vertical strokes <br> - Makes a range of marks and shapes on paper with drawing tools <br> - Selects tools appropriate for purpose |  | - Communicates about textures they feel on different materials <br> - Includes a range of materials in their work in a variety of ways <br> - Copies a simple pattern with some support <br> - Responds appropriately to texture based terminology <br> - Selects material which is appropriate for the task |  | - States what they are going to do eg build, draw, paint, stick <br> - Rolls, flattens, tears, joins and moulds pliable material <br> - Includes a variety of shapes within lines of scribble <br> - Shows an appreciation of a subject's elements through modelling <br> - Gives their model/product a topic related name <br> - Works in 2D/3D |  | - Snips with scissors <br> - Uses glue to join materials together <br> - Uses tools effectively on pliable material <br> - Cuts with scissors when paper held for them <br> - Represents a person, story, or event artistically <br> - Uses tools with their preferred hand |  |
| Assessment | Steps 1 \& 2 |  | Steps 1 \& 2 |  | Steps 1 \& 2 |  | Steps 1 \& 2 |  | Steps 1 \& 2 |  | Steps 1 \& 2 |  |


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| Topic | Drawing Skills |  | Colour Chaos |  | Printing |  | Textiles |  | Sculpture/Working in 3D |  | Collage |  |
| Who/When | Squirrels | Autumn 1 | Squirrels | Autumn 2 | Squirrels | Spring 1 | Squirrels | Spring 2 | Squirrels | Summer 1 | Squirrels | Summer 2 |
| Skills | - Colours in a picture and keeps within the lines most of the time <br> - Olds a pencil correctly <br> - Draws a line with a ruler <br> - Draws round shape templates |  | - Names colours consistently <br> - Discusses their work using appropriate vocabulary <br> - Describes colours simply eg warm/cold |  | - Discusses what they are going to do, including how and why in simple terms <br> - Discusses a range of tools and their purpose <br> - Talks about different lines, eg corner, curve, straight |  | - Selects materials generally appropriate when making a product <br> - Uses a variety of materials in their work <br> - Cuts thicker materials with scissors |  | - Indicates that drawings, paintings and sculptures have meaning <br> - Making models using a range of tools |  | - Folds, tears and cuts paper and card <br> - Identifies tactile elements in their work <br> - Describes what they can see and what they like in the |  |


|  | - Records observations and ideas by drawing <br> - Describes structures using terms related to shape and position <br> - Matches similar lines <br> - Identifies different lines <br> - Identifies lines in nature | - Recognises obvious differences between two pieces of artwork <br> - Mixes colours and makes adjustments to the colour <br> - Identifies primary colours correctly | - Identifies natural patterns <br> - Identifies natural forms <br> - Develops an idea from its starting point <br> - Applies improvements which are suggested by a member of staff | - Describe the difference in texture between two objects <br> - Describes textures using different vocabulary <br> - Creates different textures | - Recognises and finds geometric shapes in the environment <br> - Employs a range of simple techniques and materials in their art projects <br> - Describes different categories of art | work of artists, craft makers and designers <br> - Cuts simple shapes using scissors |
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| Assessment | Steps 3 \& 4 | Steps 3 \& 4 | Steps 3 \& 4 | Steps 3 \& 4 | Steps 3 \& 4 | Steps 3 \& 4 |


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| Topic | Drawing Skills |  | Colour Chaos |  | Printing |  | Textiles |  | Sculpture/Working in3D |  | Collage |  |
| Who/When | Foxes | Autumn 1 | Foxes | Autumn 2 | Foxes | Spring 1 | Foxes | Spring 2 | Foxes | Summer 1 | Foxes | Summer 2 |
| Skills | - Produces different types of lines <br> - Draws a picture of an object paying attention to some detail <br> - Points to the visible horizon in a piece of art work <br> - Describe how their art is similar to an established piece of art <br> - Identifies some techniques for using a range of common art tools <br> - Includes more than one technique within a piece of work |  | - Investigates light and dark through art and how to create it <br> - Identifies simply the value of a colour <br> - Explores colour tones <br> - Names the secondary colours <br> - Mixes colours to match eg a natural object <br> - Investigates how to create light and dark in their artwork |  | - Communicates about their art and design work as it develops <br> - Compares art, craft and design against a criteria <br> - Develops an idea within a piece of work |  | - Describes elements of a piece of art, craft or design using simple key words <br> - Explores textures eg through rubbings of man-made and natural materials <br> - Explore simple reasons why art, craft and design words evoke specific feelings or emotions |  | - Cuts along lines, straight and curved with some accuracy <br> - Models in a variety of materials, controlling form to create definite shapes or forms <br> - Identifies the tactile qualities of an object |  | - Describes elements of a piece of art, craft or design using simple key words <br> - Creates textures using different media, eg paint and sand |  |
| Assessment |  | \& 6 |  | \& 6 |  | \& 6 | Step |  |  | \& 6 |  | \& 6 |


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| Who/When | Badgers ${ }^{\text {a }}$ Autumn 1 | Badgers | Autumn 2 | Badgers | Spring 1 | Badgers | Spring 2 | Badgers | Summer 1 | Badgers | Summer 2 |
| Skills | - Comments on the difference between their initial version and the final outcomes <br> - Explores different techniques <br> - Includes different types of lines in their work <br> - Draws with different grades of pencil or size of brushes <br> - Explores the use of lines to create patterns <br> - Considers angles and viewpoints | - Uses a colour <br> - Communic colour and <br> - Identifies tin <br> - Uses colou <br> - Creates th on a surfac and people | wheel <br> ideas using <br> e simply <br> and shade <br> lectively <br> ect of light <br> on objects | - Experime of techniq <br> - Considers various st developm <br> - Considers of a piece <br> - Demonstr control wh range of to | with a range <br> work at in its <br> ific aspects ork some using a | - Combines colour, patt texture usin <br> - Experiment methods and create a scul <br> - Evaluates th materials a artwork | rganises <br> and <br> xed media <br> aterials to <br> e <br> ys <br> ed in | - Evaluate composi image or <br> - Begins to shapes in <br> - Discusse shapes a <br> - Attempts shapes with dimension <br> - Develops of scales <br> - Demonstr awarenes <br> - Evaluate composi image or <br> - Demonstr intentions final art and | of a picture, lpture w simple 2D <br> w simple 2D rawn in 3D reate simple third <br> e awareness <br> some proportion of a picture, Ipture overall arly in the esign work | - Uses diffe create a <br> - Evaluates are used | media to <br> of tones ways materials work |
| Assessment | Steps 7 \& 8 | Step | \& 8 | Step | \& 8 | Step |  | Step | \& 8 |  | \& 8 |

