



LKS2 Art Curriculum

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question	Artist - Keith Haring and Mr Doodle (link also with, Andy Warhol, Lady Pink, Lakwena Maciver) How can we use line, shape and colour to express movement and emotion in art?		Artist - Barbara Hepworth (link to Andy Goldsworthy and Henry Moore.) How can we use shape, form and space to create 3D sculptures? <i>3D sculpture from clay, cardboard, wire, plaster, etc.</i>		Artist - Frida Kahlo (links to KS1 and EYFS Van Gogh and Picasso self-portraits and emotions) How can we create a self-portrait?	
NC	Pupils should be taught to: Produce creative work • Create sketch books to record observations and use them to review and revisit ideas. • Improve mastery of art and design techniques, including drawing, painting and mixed media. Learn about artists					



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- Learn about great artists, architects and designers in history.

Other NC links

English

- Respond to artwork using descriptive language.
- Write artist fact files.
- Explain artistic choices using sentence stems.

PSHE

- Recognising and expressing emotions.
- Celebrating individuality.
- Respecting different viewpoints.

Computing

- Create digital doodles or repeat patterns using drawing software.

Maths

- 2D shapes
 - Symmetry
 - Repeating patterns
 - Position and direction
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Working Scientifically (links with colour)

- Observe how colours can be mixed.
- Compare warm and cool colours.
- Investigate how colour affects mood.

SIAMS

3D and sculpture

Use a range of materials to build simple sculptures.
Roll, join, pinch, coil and shape materials with increasing control.
Explore texture and pattern in 3D work. Talk about how artists create form.



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	Combine techniques confidently to create more detailed sculptures. Refine and adapt work during the making process. Use texture, pattern and form to communicate ideas and feelings. Evaluate how artists use sculpture to express meaning.					
Collage	Select and arrange different materials thoughtfully. Cut, tear and layer materials to create texture. Experiment with overlapping and composition.					



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	Combine a wider variety of materials and textures for a purpose. Make informed choices about placement, balance and colour. Adapt collage techniques to improve the final outcome.					
Colour	Identify and mix primary and secondary colours accurately. Explore warm and cool colours. Use colour to reflect mood or emotion. Begin to use tints by adding white.					



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	Mix a wider range of shades, tones and tints with increasing accuracy. Choose colours deliberately to create atmosphere, emphasis or contrast. Explain how artists use colour to communicate meaning.					
Mark making and drawing	Experiment with different pencils and drawing tools. Use a variety of lines, marks and shapes to create texture and movement. Develop observational drawing skills. Begin to use sketchbooks to record ideas.					



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	Draw with greater accuracy and control from observation and imagination. Use line, tone, pattern and texture confidently. Refine ideas through sketchbook exploration and annotate work with simple evaluations.					
Printing	Explore simple printing techniques using found objects, foam or relief printing. Create repeating patterns and recognise positive and negative shapes.					



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	Create more detailed repeat patterns using a range of printing methods. Experiment with layering colours and printing techniques. Evaluate the effectiveness of printed designs and improve outcomes.					
Art vocabulary/talk like an artist	Use subject vocabulary such as: line, shape, colour, pattern, texture, tone, form, collage, sculpture, print, sketch, foreground, background, warm, cool. Describe what they notice about artists' work and					



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	explain simple preferences. Use a wider range of vocabulary confidently, including: composition, contrast, scale, proportion, repeated pattern, relief, abstract, figurative, atmosphere, emotion, media and technique. Compare artists, explain artistic choices and justify opinions using evidence from artwork.					
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