



Uplands Art Curriculum

Our art curriculum follows a two-year rolling programme. It fully covers the National Curriculum and has some additional units which we have created to enhance the topics being studied that term.

Our art curriculum has our five Big Ideas weaved throughout (diversity, the environment, similarities and differences, relationships and changes).

We have ensured that our art curriculum includes coverage of artists each term across our two-year programme of study including: Van Gough, Henri Matisse, Andre Derain, Roy Lichtenstein, William Morris, Paul Klee, Harriet Powers and Banksy.

Our art curriculum makes links to prior learning and is sequenced from reception to year 6.

Every few years, we exhibit the children's artwork and Lansdown Hall and Gallery in Stroud and open it to the public and hold private viewings for parents.

We have planned an end of unit outcome for each of our art units and picked the key learning points that will enable our children to reach that end point. The key learning is the information we want our children to retain from that unit.



Merlins Art Key Learning Points and End of Unit Outcomes

Year A and B

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Development Matters: Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Future learning: Painting in Owls</p> <p>Big ideas: Similarities and differences</p>	<p>Previous learning: Development Matters: Join different materials and explore different textures.</p> <p>Future learning: Weaving a Kente cloth pattern design in Owls</p> <p>Big ideas: Changes</p>	<p>Previous learning: Development Matters: Explore colour and colour mixing.</p> <p>Future learning: Different textures and painting in Owls</p> <p>Big ideas: Changes</p>
Merlins	<p>All About Me/Celebrations To explore materials, tools and techniques to create self-portraits.</p> <ul style="list-style-type: none"> • Van-Gogh was a portrait artist which means he painted pictures of people. • We are all different and can show this in our paintings. <p>End of unit outcome: Create a self-portrait using paint.</p>	<p>Brum Brum, Beep Beep/We Have Lift Off! To understand and explore collage/weaving.</p> <ul style="list-style-type: none"> • Collage is when art is created when we stick different materials onto paper. • Sometimes in a collage, the pieces of materials overlap. <p>End of unit outcome: Create a collage using a range of materials.</p>	<p>Animals /Our Wild World To use watercolours and crayons to create a wax resist image.</p> <ul style="list-style-type: none"> • You can draw with wax onto paper, then wash over it with water-based paint. • The paint won't cover the crayon. <p>End of unit outcome: Create a wax resistance painting.</p>
Voca	Artist, tools, equipment, paint, paintbrush	Collage, materials, overlap	Watercolours, crayons, wax resist, paper, draw



Owls Art Key Learning Points and End of Unit Outcomes

Year A

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Colour mixing in Merlins. Future learning: Colour mixing in Kestrels – Pointillism. Big ideas: Changes</p>	<p>Previous learning: Using a range of materials in Merlins. Future learning: Creating different textures in Kestrels Big ideas: Similarities and differences</p>	<p>Previous learning: Weaving in Merlins Future learning: Masks in Kestrels Big ideas: Diversity, similarities and differences</p>
Owls	<p>Fire Fire!</p> <p>To understand the difference between primary /secondary colours and create new colours by mixing.</p> <ul style="list-style-type: none"> • The three primary colours are red, yellow and blue. • Orange, green and purple and secondary colours. <p>End of unit outcome: Use colour mixing to create a painting of the Great Fire of London.</p>	<p>From Plant to Plate</p> <p>To use different textures to create food art paintings.</p> <ul style="list-style-type: none"> • New textures can be created by printing with different materials. • New textures can be created by dipping fabric, wallpaper, sponges, the inside of fruit, bubblewrap, hessian, corduroy, pipe cleaners etc. <p>End of unit outcome: To use a range of materials to create a printing.</p>	<p>Wish You Were Here. Holiday in Kenya!</p> <p>To create a Kente cloth pattern design.</p> <ul style="list-style-type: none"> • Kente is a brightly coloured woven cloth. • Kente cloth is an African tradition. • Paper strips can be used to create a woven design. <p>End of unit outcome: Use paper strips to weave a design based on Kente cloth.</p>
Voca	Mixing, primary colours, secondary colours	Texture, materials, fabric, wallpaper, sponge, hessian, corduroy	Pattern, design, Kente, cloth, woven



Kestrels Art Key Learning Points and End of Unit Outcomes

Year A

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Owls – colour mixing. Future learning: Painting techniques. Big ideas: Environment, similarities and differences.</p>	<p>Previous learning: Owls - Printing with different materials. Future learning: Variety of tools/techniques. Big ideas: Changes</p>	<p>Previous learning: Owls – animal sculpture. Future learning: Anglo Saxon Jewellery in Eagles. Big ideas: Changes.</p>
Kestrels	<p>The Victorians To create an image using pointillism.</p> <ul style="list-style-type: none"> Pointillism art is using small, painted dots to create areas of colours that together form a picture or pattern. Create dots with paint and leave gaps between each point. Pointillism was a painting technique created by George Seurat. <p>End of unit outcome: Create a painting using pointillism.</p>	<p>Extreme Earth To create art influenced by the work of Hokusai</p> <ul style="list-style-type: none"> Hokusai was a Japanese painter and printmaker. The Great Wave was a piece of art created by Hokusai which is a woodblock print. Printing is when you carve the image into a block with a sharp object. Different blues are considered cool colours. <p>End of unit outcome: Create a printing of the Great Wave.</p>	<p>We Will Rock You! To design and make a Neolithic pot.</p> <ul style="list-style-type: none"> Pottery was invented by stone age people. You need to work quickly with clay so it doesn't dry out. Coil pots are made out of consecutive rings placed on top of each other. <p>End of unit outcome: Create a Neolithic coil pot.</p>
Vocab	Pointillism, pattern, technique	Printing, Hokusai, pattern, technique, block printing	Clay, pottery, coils, scoring, blend, slip and score



Eagles Art Key Learning Points and End of Unit Outcomes

Year A

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Sculptures in Kestrels. Future learning: KS3 - to use a range of techniques to record their observations in sketchbooks Big ideas: Similarities and differences</p>	<p>Previous learning: Sewing and clay in Kestrels Future learning: KS3 - to increase their proficiency in the handling of different materials. Big ideas: Changes</p>	<p>Previous learning: Sculptures in Kestrels Future learning: KS3 - to increase their proficiency in the handling of different materials. Big ideas: Changes, environment</p>
Eagles	<p>Survival of the Fittest To be able to use cross-hatching when sketching.</p> <ul style="list-style-type: none"> • Cross hatching is where you use vertical and horizontal lines close together to create tone and shade. • A sketch is a rapidly executed freehand drawing that is not meant as the final piece of work. <p>End of unit outcome: Demonstrate the ability to use cross hatching to create tone and shade.</p> <p>To recognise the work of Alberto Giacometti.</p> <ul style="list-style-type: none"> • Alberto Giacometti was a Swiss sculptor, painter, draftsman and printmaker. • An armature is a framework around which a sculpture is created. • Mod roc can be wrapped around an armature when wet to create a sculpture. <p>End of unit outcome: Create a collaborative sculpture of a figure based on the work of Giacometti.</p>	<p>Let The Battle Commence To create a collaborative tapestry based on Harriet Powers' work.</p> <ul style="list-style-type: none"> • Harriet Powers was an American folk artist and quilt maker. • A running stitch is made by passing the needle in and out repeatedly with short, even stitches. <p>End of unit outcome: Demonstrate an understanding of the work of Harriet Powers.</p> <p>To create Anglo Saxon jewellery using clay.</p> <ul style="list-style-type: none"> • Use a variety of tools to create intricate details in the clay. • Work quickly with the clay so it doesn't dry out. • Smooth out the clay as you make your piece of jewellery. <p>End of unit outcome: To create a piece of Anglo Saxon jewellery with intricate pattern detail.</p>	<p>The World at War To create drawings and sculptures in the style of Henry Moore.</p> <ul style="list-style-type: none"> • Henry Moore was a sculptor and made sketches of people sheltering during the Blitz. • Henry Moore used directional lines and cross hatching to create the impression of a 3d shape. • Henry Moore used nature as inspiration for a lot of his sculptures. <p>End of unit outcome: To create a sculpture out of clay inspired by the shapes found in nature.</p>
Vocab	<p>Cross hatching, vertical, horizontal, sculpture, armature</p>	<p>Running stitch, intricate, collaborative</p>	<p>Sculpture, watercolour, 3d shape, cross hatching, sculptor</p>



Owls Art Key Learning Points and End of Unit Outcomes

Year B

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Using different tools in Merlins. Future learning: Kestrels – 3d mask making. Big ideas: Changes/environment.</p>	<p>Previous learning: Collage in Merlins. Future learning: Painting in the style of other artists in Kestrels. Big ideas: Changes</p>	<p>Previous learning: Painting in Merlins. Future learning: Pointillism/watercolours in Kestrels. Big ideas: Changes/Environment</p>
Owls	<p>Paws, Claws and Jaws</p> <p>To create a sculpture based on the work of Tanya Russell.</p> <ul style="list-style-type: none"> Papier mâché is a mixture of paper and glue. Papier mâché can be used for modelling and goes hard when left to dry. Tanya Russell makes sculptures of animals out of bronze. <p>End of unit outcome: To create a 3d model of an animal out of papier mâché.</p>	<p>Kapow!</p> <p>To create a piece of 3d pop art.</p> <ul style="list-style-type: none"> Roy Lichenstein was an American pop artist. He used images in found in comic book strips for his own pieces of artwork. You can fold and layer paper to create a 3d effect. <p>End of unit outcome: Create a piece of 3d pop art based on the work of Roy Lichenstein.</p>	<p>Uplands News</p> <p>To create a piece of seasonal artwork based on the work of Alma Thomas</p> <ul style="list-style-type: none"> Alma Thomas was an African-American artist. She used colour and shape to represent the beauty of nature. You can make a colour lighter by adding white and darker by adding black. <p>End of unit outcome: Demonstrate the ability to change paint colours to create an image representing seasons based on the work of Alma Thomas.</p>
Vocab	Bronze, papier mache, sculpture.	Pop art, comic strips, 3d, fold, layer	Colour mixing, primary colours, secondary colours, shade



Kestrels Art Key Learning Points and End of Unit Outcomes

Year B

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Owls – sketching designs. Future learning: Eagles – sketching, cross hatching. Big ideas: Changes</p>	<p>Previous learning: Owls – various painting techniques and colour mixing. Future learning: Abstract art in Eagles – Peter Thorpe/Sketching in Eagles. Big ideas: Similarities and differences</p>	<p>Previous learning: Merlins – collage. Future learning: Eagles – sculptures. Big ideas: Similarities and differences, changes</p>
Kestrels	<p>The Romans are Coming To create a Roman-style mosaic image.</p> <ul style="list-style-type: none"> Mosaic is a form of art where a surface is covered by small pieces of objects that fit together tightly. Roman mosaics often showed religious images, mythical stories, theatrical scenes and geometric patterns. <p>End of unit outcome: Use printing to create the impression of mosaic tiles based on Roman mosaics.</p> <p>To recognise the work of Romero Britto</p> <ul style="list-style-type: none"> Romero Britto is a Brazilian artist. He combines Cubism, pop art and graffiti to create paintings using bold patterns and bright colours. <p>End of unit outcome: Create a painting in the style of Romero Britto.</p>	<p>Roots, Shoots and Poops To be able to paint like Paul Klee.</p> <ul style="list-style-type: none"> Paul Klee uses geometric shapes to create his pictures. He was an abstract artist which means he didn't paint reality and his pictures have a dream like quality. <p>End of unit outcome: Use watercolours to create a painting in the style of Paul Klee.</p> <p>To be able to sketch.</p> <ul style="list-style-type: none"> Sketching is a rough outline of something. <p>End of unit outcome: Use sketching skills to create pictures of things found in nature.</p>	<p>Amazing Mayans To create a 3d Mayan mask using collage.</p> <ul style="list-style-type: none"> Mayan masks were made from a variety of materials, including wood, gold, shell and volcanic rock. Masks were used to adorn the faces of the dead, worn to important events, during battle or used as decorations. <p>End of unit outcome: Design and make a 3d mask inspired by Ancient Mayan masks.</p> <p>To recognise the work of Frida Kahlo</p> <ul style="list-style-type: none"> Frida Kahlo was a Mexican artist who produced a lot of portraits and self-portraits. <p>End of unit outcome: To create a self-portrait in the style of Frida Kahlo.</p>
Vocab	Mosaic, cubism, pop art, graffiti	Geometric, abstract, sketch, rough outline	Mosaic, materials, masks, decorate



Eagles Art Key Learning Points and End of Unit Outcomes

Year B

	Autumn Term	Spring Term	Summer Term
Links	<p>Previous learning: Kestrels - abstract art (Paul Klee). Owls/Kestrels – different painting techniques</p> <p>Future learning: KS3 – to use a range of techniques and media, including painting.</p> <p>Big ideas: Similarities and differences</p>	<p>Previous learning: Owls - Self-portraits</p> <p>Future learning: KS3 – to use a range of techniques and media, including painting.</p> <p>Big ideas: Diversity, similarities and differences</p>	<p>Previous learning: Owls/Kestrels – various painting techniques and colour mixing.</p> <p>Future learning: KS3 – to use a range of techniques and media, including painting.</p> <p>Big ideas: Diversity, changes</p>
Eagles	<p>The Race for Space To create abstract art in the style of Peter Thorpe.</p> <ul style="list-style-type: none"> • Peter Thorpe was an abstract space artist. • Abstract art uses shapes, colour and form. • Peter Thorpe uses abstract art in the background of this work and then paints a space features. • Explore different colours and patterns through different paint techniques (e.g. sponge effect). <p>End of unit outcome: Can you describe the work of Peter Thorpe? What is abstract art?</p>	<p>The Ancient Egyptians To create an Egyptian style self-portrait.</p> <ul style="list-style-type: none"> • Queen Neferiti was a famous Egyptian Queen who lived during the 1300s. • Egyptian style patterns are created with repeated lines, colours and shapes. • Self-portraits are ways of documenting how people see themselves and how they want other to perceive them. <p>End of unit outcome: How can we create Egyptian style patterns?</p>	<p>Opa! To understand graffiti and street art.</p> <ul style="list-style-type: none"> • Graffiti is one type of street art. • Banksy is an anonymous graffiti artist. • Graffiti is defined as writing or drawing that is scribbled, sprayed or scratched on a wall or other public space. • There is evidence of wall drawings dating back thousands of years but modern graffiti started in the 1960s, in America. • Creating this type of street art without permission is against the law and some people see it as a nuisance. • Some people view it as an expressive art form and some countries have designated sites where graffiti artists may display their work. <p>End of unit outcome: What is Banksy’s work like? Can you describe graffiti art?</p>
Vocab	Abstract, artist, paint techniques, form, patterns,	Patterns, repeat, self-portrait, perceive	Graffiti, street art, expressive, form, display