Bosham Primary School Art & Design Curriculum

Structured progression of art education standards and core visual discipline expectations across Key Stages 1 and 2.

Key Stage 1 Foundations

Creative Exploration & Basic Techniques

Pupils use drawing, painting, and sculpture to share ideas and explore simple techniques.



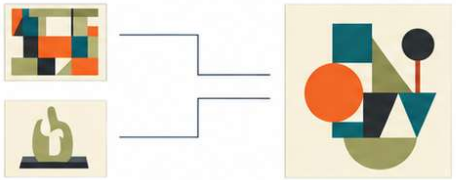
Material & Visual Element Mastery

Children experiment with color, pattern, texture, line, shape, form, and spatial awareness.



Initial Artist Connections

Learners compare work of diverse artists and link observations to their own creations.



Key Stage 2 Advancement

Systematic Sketchbook Practice

Students create sketchbooks to record observations, review concepts, and revisit creative ideas.



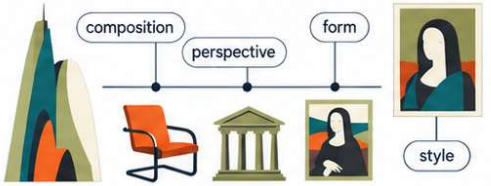
Technical Control & Experimentation

Children refine mastery in drawing, painting, and 3D sculpture using varied media.



Historical & Critical Analysis

Pupils evaluate great artists, architects, and designers while developing critical art vocabulary.



Gemini Notebook

Key stage 1	Key stage 2
Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **Pupils should be taught:** ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

	Drawing	Painting	Sculpture	Artist Study
Reception	Draw from observation and imagination; hold tools with increasing control; use lines, circles and shapes to represent ideas. Explore line, shape and space.	Explore colour mixing through play; apply paint with brushes and tools; talk about colours, patterns and textures.	Manipulate clay, dough and found materials; roll, squeeze, pinch and build simple forms.	Explore artwork from diverse artists and makers; talk about what they notice and link ideas to own creations. • **Jackson Pollock** • **Piet Mondrian** • **Yves Klein** • **Eric Carle** • **Van Gogh** • **Henri Matisse**
Year 1	Use a range of drawing materials; create lines of different thicknesses; draw people, objects and nature from observation. Use shape and pattern. **Porridge Puzzle**	Name and use primary colours; mix secondary colours; create simple patterns and textures. **Danger at Sea**	Construct and join materials; create simple 3D forms; explore texture and form. **Danger at Sea** **Carnivore of the Animals**	Describe similarities and differences between artists and own work using simple art vocabulary. • **Alfred Wallis - DAS** • **Andy Goldsworthy – LM** • **William Morris - PP**
Year 2	Use sketchbooks; add detail, texture and pattern; explore tone through pressure. **Where in the World**	Mix shades and tints; apply paint in different ways; create textured effects. **Where in the World**	Shape and join materials securely; create sculptures inspired by natural and man-made forms. **Eye Spy With London Eye**	Compare artists, craft makers and designers and explain how their work influences own ideas. • **David Hockney – W & W**
Year 3	Use line, tone, shape and proportion with increasing accuracy; record observations in sketchbooks. **Be Bold Be Strong** **Rock of Ages** **Shadowy Showpiece**	Mix a wider range of colours; layer paint; use colour to show mood and atmosphere. **I Can Grow** **Extreme Earth** **Rock of Ages**	Use clay techniques including scoring and slipping; create forms with attention to texture. **Groovy Greeks**	Study significant artists from different cultures and periods; identify techniques used. • **Van Gogh - ICG** • **Leonardo da Vinci - BBBS** • **Katsushika Hokusai - EE**
Year 4	Use shading techniques to create depth, form and space; refine observational drawing skills.	Use colour purposefully; experiment with blending and different brush techniques.	Create more complex structures; combine materials effectively; evaluate and refine work.	Analyse similarities and differences in artistic styles and explain links to own artwork.

	Polluted Planet	**Mysteries of the Mayans**	**Duty, Dharma & Diwali**	• **Monet & JMW Turner – Polluted Planet** • **Tamara Browning - RM**
Year 5	Demonstrate control of line, tone, texture and perspective; develop personal style in sketchbooks. **The Iron Man (Cross Hatching)**	Use colour theory confidently; create compositions showing depth, light and mood. **Moksha**	Produce detailed sculptural work using clay or mixed media; consider form and balance. **Raiders or Traders**	Evaluate work of artists, architects and designers using appropriate art vocabulary and apply ideas independently. • **Salvador Dali - FB** • **Leonardo da Vinci – E** • **Maurice Sendack - TIM**
Year 6	Master observational and imaginative drawing; use perspective, proportion, tone and composition confidently. **Fight or Flight**	Select and manipulate painting techniques independently to achieve intended effects; demonstrate sophisticated colour choices. **Fight or Flight**	Design, create and refine ambitious 3D artworks showing strong understanding of form (wire) texture and space. **Darwin Discoveries**	Critically compare artists, designers and craft makers; explain influences and justify connections to own work. • **Henry Moore** • **Evelyn Dunbar** • **Georgio Morandi**