

Art Curriculum Overview

Phase 1

Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Feel and Texture The Natural World Sensory Exploration	Festivals and Celebrations Remembrance Diwali and Christmas Festivals of Light Rangoli Patterns	Mark Making and Pattern	Festivals and Celebrations Easter Mothers' Day Springtime	Music and Visual Arts Instruments and Decoration	Explore the Outdoors



















Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Texture and Paint Van Gogh Starry Night Sunflowers	Piet Mondrian Shape and Light Festivals and Celebrations	Textiles, Cloth and Fabric Pattern and weaving	Lowry Exploring people and shape Collage and texture	Marc Chagall Junk Modelling and Recycling Flowers and Gardens The outdoors	Art and the Environment The Natural World: Sea Life and the Oceans

Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Light and Colour UV Light Painting techniques	Romero Collage and pattern Festivals and Celebrations	Picasso Human beings Art and Emotion	Nature and Texture: Collages I can touch and feel	Giacometti Clay and Sculpture The Human Body	Painting and Printing Templates and Finger Painting

Phase 2

<p>Year 1</p>	<p>Alma Thomas American</p> 	<p>Frida Kahlo Mexican</p> 	<p>Henri Matisse French</p> 	<p>Yayoi Kusama Japanese</p> 	<p>Keith Haring American</p> 	<p>Nkuli Mlangeni Johannesburg</p> 
<p>Year 2</p>	<p>Jamini Roy Indian</p> 	<p>Sonia Delaunay Ukrainian/French</p> 	<p>Edgar Degas French</p> 	<p>Stephen Whiltshire British</p> 	<p>Andy Warhol American</p> 	<p>Jacob Lawrence American</p> 
<p>Year 3</p>	<p>Louise Nevelson American</p> 	<p>Tony Cragg British</p> 	<p>Rinske Douna Dutch</p> 	<p>Quentin Blake British</p> 	<p>Sonia Boyce British</p> 	<p>Advait Kolarkar Indian</p> 

Phase 3

In Phase 3, students access the Arts through many different activities across the curriculum, through all pathways art is embedded from sensory exploration to developing skills. There are termly themed activity days where Art plays a vital role of teaching our pupils about the world around us. Each class receives Art lessons in alternate terms across the school year.

Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Colour Theory	Colour Theory	Artist Study: Sculpture	Artist Study: Sculpture	Exploring Cultural Difference in Art	Exploring Cultural Difference in Art

Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blending, Shading and Tone / Colour and pattern	Blending, Shading and Tone / colour and pattern	Artist Study: Pop Art	Artist Study: Pop Art	Photography: Using a Camera	Photography: Photos and Composition

Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Expressionist Art	Expressionist Art	Artist Study: Modern Art	Artist Study: Modern Art	Ceramics	Ceramics

Phase 4

In Phase 4, students access Arts through many different activities including the Independent Living Skills Curriculum, community participation and inclusion and recreation/ pupil agency choices.

Milestone at Wilmington (M@W) offers ASDAN Life skills challenges and short courses based on student interests with some students opting to access a course that is Arts based.

The Business Enterprise pathways provide all students with appropriate and meaningful work experience within a familiar and supportive environment and opportunities to generalise learnt skills through functional experiences while working towards an ASDAN accreditation. Through this, students can design and make themed seasonal products that can be sold in marketplaces in and out of school. Please refer to the Business Enterprise/Work Based Learning document to see a breakdown of enterprise/work based learning for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4, students participate in independent living skills and community participation. This includes opportunities to access the community and visit different locations within the local area. Students will also have opportunities to visit galleries and museums locally using public transport and working on their skills for life. Please refer to the Independent Living Skills SOW document to see a breakdown of the implementation of independent living skills for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.