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| A picture containing icon  Description automatically generated  **Hennock Community Primary School**  **Art and Design Curriculum**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge and skills to be able to experiment and create their own works of art. Using sketchbooks and annotations as a tool for artistic development, children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process.  We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation. |
| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Art and Design Vocabulary List**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | KS1 vocab | | | | | | | | | | | **COLOUR**  blend, pale, pastel, bright, cool,  cold, warm, hot, deep, primary,  secondary | **COMPOSITION**  calm, still,  focus, form, distant  near,  shape,  space,  position | **FORM & SPACE**  sharp,  rounded, curved,  natural,  heavy,  grid,  3D, 2D  solid, | **MOOD**  happy, cheerful,  sad,  moody,  gentle | **TEXTURE**  uneven, bumpy,  rough,  smooth, plain, soft  fine, flat, brushstroke,  thick, thin, wash, shiny | **TONE**  dark, strong, light,  bright, smooth, | **LINE**  free,  jagged  straight,  sketch,  soft,  hard,  dashes,  dots  zig-zag | **PATTERN**  natural, order, overlap, plain, repeat,  simple, spiral,  stamp, | **SHAPE**  body,  figure,  rough, sculpt,  sharp,  open,  closed, free | **LIGHT**  dark,  light,  natural, shadow,  shade,  soft, |   **Lower KS2 Art and Design Vocabulary List**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **COLOUR** | **COMPOSITION** | **FORM & SPACE** | **MOOD** | **TEXTURE** | **TONE** | **LINE** | **PATTERN** | **SHAPE** | **LIGHT** | | mixed, tint, tone, watery, earthy,  strong,  wash,  blot,  technique,  palette, radiant  dull,  vibrant, dramatic, muted, subtle sepia, complementary  harmonious, | complex, peaceful  precise, classical,  active, design, eye-line  perspective  foreground,  middle ground, background, | jagged  man-made,  irregular,  regular,  scale, woven, | vibrant, lively,  gloomy,  miserable, calming,  peaceful, positive,  exciting, | glaze, matt,  splatter,  gritty, grainy,  glossy,  silky, cross-hatching,  bumpy,  uneven,  spiky,  smooth,  soft,  fine, | deep, pale, heavy, rich, faded,  value,  thickness,  darkness,  length,  gradual | angular, broken,  faint, flowing,  scribble,  delicate,  flowing,  horizontal.  vertical, | diamonds, , irregular,  stencil,  symmetric, uniform,  motif,  random. | form,  image,  knead, model,  mould, precise, | evening,  midday,  gentle,  harsh, haze, |   **Upper KS2 Art and Design Vocabulary List**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **COLOUR** | **COMPOSITION** | **FORM & SPACE** | **MOOD** | **TEXTURE** | **TONE** | **LINE** | **PATTERN** | **SHAPE** | **LIGHT** | | tertiary  opaque, translucent,  vivid, intense, , impasto,  brilliant,  muted, contrasting,  monochrome,  saturated,  luminous | symmetrical  asymmetrical  geometric  blurred, confused  repetition, variation, scale | overlapping, perspective,  enlarge, motif  aerial view,  illusion,  organic,  mechanical | mysterious, foreboding  menacing  threatening, atmospheric,  nostalgic | jagged,  serrated, coarse,  broken, | intense,  dramatic,  contrast  graduation, harsh,  faded,  contrasting,  intense,  sombre,  powerful,  dramatic, | rhythmical,  contour  sweeping  woolly,  fluent,  hesitant,  interrupted,  overlapping,  feint | geometric, organic,  angular,  drop, half drop, reflective, staggered  uniform,  vague, | conical,  frame,  distorted,  positive,  negative,  curvaceous,  elongated, | silhouette, artificial,  dapple,  highlight, intense,  source, |   At Hennock, we usually teach art in weekly sessions. On occasions we may ‘block’ art when working on bigger projects. We also ‘weave’ art into many aspects of our topic learning including art in the outdoors. We celebrate and enjoy a wide range of artwork through our varied displays in communal areas, classrooms and by creating pieces for the local community for the Church or Parish Council.  During our annual enrichment week, we hold a Daisi Workshop with support from The Helen Foundation where pupils participate in a whole school or individual art project for example we have done an activity on felting and cyanotyping and our pupils have also worked together to produce our playground wall mural.  We also present and award a pupil from our school for The Helen Foundation ‘Best endeavour in Arts’ Award 2024 is the first year we will be doing this.    In EYFS, the children also access art through our continuous provision which allows for daily access to art in the classroom provision. |
| **The National Curriculum** |
| **Key Stage One**  Pupils should be taught:  •to use a range of materials creatively  •to use drawing, painting and sculpture to develop their skills 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;  •learn 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.  **Key Stage Two**  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;  •to use 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 and present day.  **The national curriculum for art and design aims to ensure that all pupils:**  •produce creative work, exploring their ideas and recording their experiences;  •become proficient in drawing, painting, sculpture and other art, craft and design techniques;  •evaluate and analyse creative works using the language of art, craft and design;  •know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. |
| **Progression of Key Skills** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Progression of Skills | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | **Year 6** | | **DRAWING**  **SKILLS** | **\***Explore mark-making with the following media (on cartridge paper unless otherwise stated):-   * HB pencils and 4B * Wax crayons * Dry pastels (sugar paper) * Oil pastels (sugar paper) * Coloured pencils   \*Explore qualities of **line**  \*Explore mark-making to create **textures** with a variety of media.  \*Experiment with 4B pencils, compare with HB. Discuss dark and light marks (**tones**)  \*Explore smudging with dry pastels (use cotton buds) use them for **colour** mixing.  \*Use oil pastels for resist pictures with thin paint or Brusho dyes. | \*Continuing to apply and develop skills introduced in Year 1– all skills are learned and practised over long periods…  \*Explore mark-making with the following media (on cartridge paper unless otherwise stated):-   * HB pencils and 4B * Charcoal (on sugar paper) * Wax crayons * Dry pastels (sugar paper) * Oil pastels (sugar paper) * Coloured pencils   \*Explore clear **lines** and smudged **lines** with charcoal. Make **tones** of grey.  \*Blend oil pastel to achieve **colours**  \*Explore **space** in drawings – positioning objects:- above, below, next to, in front of and behind. Begin to develop overlapping objects to show ‘in front’ and ‘behind’. Collage can help with this.  \*Explore mixed media drawings eg charcoal and dry pastels; pencil and water colours. | **Much of this work is done in sketch books to record observations and use them to review and revisit ideas.** | | | | | | \*Explore marks, **textures** and the **tonal** range of HB and 4B pencils; lightest to darkest  \*Explore qualities of **line** with a variety of media.  \*Develop vocabulary to describe qualities of **texture**, **tone**, **line**, **shape** and movement created in mark-making experiments.  \*Explore the use of shading to create shadows and **form.**  Build up **textures** and **patterns** with layers of marks. | \*Continue to develop vocabulary to describe qualities of **texture**, **tone**, **line**, **shape** and movement created in mark-making experiments.  \*Further explore the use of shading to create shadows and **form.**  Build up **textures** and **patterns** with layers of marks.  \*Explore a range of media for their contrasting expressive effects eg heavy, dense marks – delicate light marks. \*Make mixed media drawings using effects appropriately.  \*Develop descriptive language.  \*Develop skills for showing **space** – eg ‘view from a window’.  \*Explore **colour** mixing with layers of coloured pencil shading.  \*Use black and white pastels or charcoal and white pastel to explore **tone** making a sequence of greys, dark to light.  \*Develop control with dry and oil pastels making clear and smudged marks appropriately blending **colours.**  \*Explore and practise the use of water colours and pointed brushes to **colour** detailed drawing.  Control the amount of water used for blending colours or making clear edged areas.  \*As above for water colour pencils. | \*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practice.  \*Children begin to select paper appropriate to the media.  \*Explore use of cross-hatching, shading, and thick/thin lines to show the quality of **tone** with a variety of black and white media. Copy sections of artists’ drawings.  \*Use the above to show **form** through observations of shadows.  \*Explore an increasing range of marks and **textures** with a variety of media.  \*Refine skills with dry pastels creating areas of **texture**, **colour** blends and sharper marks. Build up layers of marks and smudges.  \*Explore representation of **space** with distant tones being paler, distant shapes smaller, close details visible – distant objects are shapes without detail.  \*Study/sorting colours into **tones** eg dark blues to light blues and use colours as tones eh dark blues for shadows, yellows for brighter parts.  \*Begin to try detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.  \*Analysis of an object or view by making several drawings from different viewpoints.  \*Use mixed media.  \*Attention to shape, space, texture, tone, line , form and colour  \*Make several drawings of an object each with a focus on a different visual element. | \*Media chosen for breadth of experience and including a basic drawing media kit in each class. More frequent use of 2 or 3 media enables skills to develop through practise.  \*Children begin to select paper appropriate to the media.  \*Use mark-making with a particular focus on line, texture, or **tone** as a warm-up activity before drawing. Focus on descriptive vocabulary on feelings – soft, jagged, harsh etc.  \*Explore contrasts of **shape.** Use findings in expressive work – eg angry / jagged; soft/curves etc.  \*Explore an increasing range of marks and **textures** with a variety of media. Use findings in their work both observational and expressive.  \*Refine skills with dry pastels creating areas of **texture**, **colour** blends and sharper marks. Build up layers of marks and smudges.  \*Detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.  \*Analysis of an object or view by making several drawings from different viewpoints.  \*Use mixed media.  \*Attention to shape, space, texture, tone, line , form and colour.  \*Make several drawings of an object each with a focus on a different visual element. | | | **PAINTING and PRINTING**  **SKILLS** | **Experimenting with media and tools before making final work.** | | **Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks Learning Primary and secondary colours / sorting into colour wheel** | | **Continuing to apply and develop skills introduced in KS1 and Years 3&4 – all skills are learned and practised over long periods… Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks. Learning Primary and secondary colours / sorting into colour wheel.** | | | | Develop language to name colours eg. Yellowy green; orange red …. Encourage children to come up with names for colours.  \*To begin with mix with only 3 colours eg. Red, yellow, blue.  \*Mix variations of one colour (discuss and mix cold /warm colours)  **Mark Making**  \*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.  **Mixing Paint**  \*Thin paint blends and merges.  \*More water reduces intensity of colours.  \*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (Space)  **Resist Printing**  \*explore mono-print with ready mix+ squirt washing-up liquid paint on table top and wetted paper – then draw with fingers in paint, then press paper on table and take-off an image. Can over print in different colours to begin to build up colour-mixing and idea of in front/behind.  \*explore wax rubbings to collect textures - use for collage.  **Relief printing**  \*Explore **Pattern** and **shape** printing with found objects; cut vegetable surfaces;  \*Make printing block by sticking thin ‘found objects’ onto card eg string, seeds, match sticks, wool etc – roll over with black ink and print onto white paper – children work in pairs – one holding, other rolling etc | Develop language to name colours eg. Yellowy green; orange red …. Encourage children to come up with names for colours.  **Mark Making**  \*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.  \*Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects.  Mixing Paint  \*Thin paint blends and merges.  \*More water reduces intensity of colours.  \*Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look close. (Space)  \*Thin paint blends and merges.  \*More water reduces intensity of colours.  \*mixing in steps of thin to thick paint awareness that thin colours look distant, thick colour looks closer.  **Choosing and Mixing paint**  \*To begin with mix with only 3 colours eg. Red, yellow, blue.  \*Mix variations of one colour (discuss and mix cold /warm colours)  Move on to use 2 reds, 2 yellows, 2 blues, black and white.  \*Mix variations of one colour. Discuss light/dark (tone),  \*Develop language to name colours eg. Yellowy green; orange red …. | **Choosing mixing and using colour:**  \*Mixing and sorting colours into sequences of change; sorting into a colour wheel. Learning ‘primary’ and ‘secondary’ colours. Use 2 blues, 2 yellows, 2 reds, black and white.  \*Making small adjustments to colour mixes to match observations.  \*Growing awareness of the huge diversity of colours both natural and manufactured.  \*Mixing using only 3 colours – red, white & yellow; 2 blues and 1 red etc. Developing vocabulary to describe results.  \*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.  **Mark Making**  \*Using tools to drag or scrape one colour over another, creating textures.  \*Make as many marks as possible with one brush.  \*Experiment with paints and marks on a variety of papers. Describe effects.  \*Practice fine control with small pointed brushes and water colour or inks & fine brushes.  \*Build up layers of marks, colours and textures working on a painting on several occasions.  **Mixing Paint**  \*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.  \*Use thick or thin paint appropriate to intentions | **Choosing, mixing and using colour**  \*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.  \*Explore varieties of browns and greys.  \*Experiment with tone to show light and shade.  \*Develop vocabulary to name colours using primary and secondary colour names together with other words. eg. ‘dark reddish purple.’  \*Overlaying translucent colour to make new ones with water colours or inks.  \*Explore, use and observe cold/warm contrasts.  **Mark Making**  \*Using tools to drag or scrape one colour over another, creating textures.  \*Make as many marks as possible with one brush.  \*Experiment with paints and marks on a variety of papers. Describe effects.  \*Practice fine control with small pointed brushes and water colour or inks & fine brushes.  \*Build up layers of marks, colours and textures working on a painting on several occasions.  **Mixing Paint**  \*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.  \*Use thick or thin paint appropriate to intentions | **Experimenting with media and tools before making final work and collecting these explorations in Sketchbooks.**  **Learning Primary and secondary colours / sorting into colour wheel**  Continue developing skills with 2 reds, 2 blues, 2 yellows, black and white.  **Choosing mixing and using colour:**  \*Observe and mix colours to match changes made by sunlight changes.  \*Explore tones made by mixing a light colour (not white) with a dark colour (not black) eg. Lemon yellow with a dark red…  \*Use knowledge of colour mixing to show space eg. Thin pale colours look distant; intense, warm, thick colours look closer.  \*Use knowledge of tone to show shadows giving illusion of form.  **Mark Making**  \*Build up layers of paint, textures and colours, working on a painting on several occasions.  \*Drawing on experience to select and use tools in appropriate ways to achieve intentions.  \*Use accidental learning in creative ways.  **Mixing Paint**  \*Develop awareness of how the quality and texture of paint effects the ‘mood’ of the picture; delicate, thin colours or rough, lumpy colours.  \*Mixing and using thin, medium, thick or textured paint appropriate to intentions.  **Resist Printing**  **\*Explore stencils to build up patterns of overlapping shapes and colours – apply paint with sponge or roller**  \*Further explore mono-print with ready mix+ squirt washing-up liquid paint on table top and wetted paper – then experiment with bits of wood, rags, etc for making marks in the ink/ paint, then press paper on table and take-off an image. Can over print in different colours to begin to build up colour-mixing and idea of in front/behind.  **Relief printing**  \*Explore **Pattern** and **shape** printing with found objects; cut vegetable surfaces;  \*Make printing block by gluing shapes cut from press print onto card; roll over with coloured ink and print onto white paper/coloured paper – children work in pairs – one holding, other rolling etc experiment with repeated prints and link to maths…explore overprinting in at least 2 colours… | **Choosing, mixing and using colour**  \*Refine colour language, eg ‘intense – saturated colour’ ‘contrasting – harmonious colour’  \*Mix warm to cold sequences of one colour.  \*Explore colour mixing with dots of colour.  \*Use knowledge of tone to show shadows giving illusion of form.  **Mark Making**  \*Build up layers of paint, textures and colours, working on a painting on several occasions.  \*Drawing on experience to select and use tools in appropriate ways to achieve intentions.  \*Use accidental learning in creative ways.  **Mixing Paint**  \*Develop awareness of how the quality and texture of paint effects the ‘mood’ of the picture; delicate, thin colours or rough, lumpy colours.  \*Mixing and using thin, medium, thick or textured paint appropriate to intentions. | | | **SCULPTURE**  **SKILLS** | **Drawing before making prepares children in order to plan their 3D outcome.** | | | | | | | |  | **Construction**  Building models with boxes and containers, choosing their **shape** and **form** to suit purpose. Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage. | **Modelling Clay**  \*Explore surface texture on plasticine using fond objects and tools.  \*Roll out clay to make slabs/tiles and decorate with **pattern** & **texture** by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface. | **Modelling Clay**  \*Explore surface texture on plasticine using found objects and tools.  \*Roll out clay to make slabs/tiles and decorate with **pattern** & **texture** by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.  \*Learn how to make a thumb or pinch pot.  \*Join two thumb pots together to make larger hollow forms.  \*Use modelling tools to help shape, fix, texture pots.  \*Use bits and pieces of clay to add on surface detail and pattern. | **Modelling Clay**  \*Roll out clay to make slabs/tiles and decorate with **pattern** & **texture** by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.  \*Learn how to make a thumb or pinch pot.  \*Join two thumb pots together to make larger hollow forms.  \*Use modelling tools to help shape, fix, texture pots.  \*Use bits and pieces of clay to add on surface detail and pattern.  **Collage**  \*collect and select from a wide variety of **colours** from magazines; sort by colour and tone. | **Textiles**  \*Explore sewing as way of drawing coloured lines and applique shapes.  \*Weave pictures and patterns into garden netting or open weave net curtains using wool. Fabric strips etc.  \*collect and select from a wide variety of **colours** frommagazines; sort by colour and tone.  **Construction with wire.** | **Modelling Clay**  \*learn to use coils to build larger. **forms**  \*Use modelling tools to help **shape**, fix, **texture** pots.  \*Use bits and pieces of clay to add on surface detail and **pattern.**  \*apply brushed or dipped glaze to add **colour.** | | |
| **Rolling Programme** |
| |  |  |  | | --- | --- | --- | | **EYFS, Year 1 & 2** | | | | **Year A** | | | | **Autumn** | **Spring** | **Summer** | | **Art form: Collage**  **Artist(s): Brendan Jamison and Michelle Reader** | **Art form: Drawing**  **Artist(s): Leonardo da Vinci** | **Art form: Painting**  **Artist(s): Vincent van Gogh** | | **Curriculum Links: Using recycled materials to collage. Links to materials in Science.** | **Curriculum Links: Drawing animals.** | **Curriculum Links: Painting plants** | | **Development Matters**   * Explore, use and refine a variety of artistic effects, to express their ideas and feelings. (EAD) * Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)   **ELGs**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) * Share their creations, explaining the process they have used. (EAD) | **Development Matters**   * Explore, use and refine a variety of artistic effects, to express their ideas and feelings. (EAD) * Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)   **ELGs**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) * Share their creations, explaining the process they have used. (EAD) | **Development Matters**   * Explore, use and refine a variety of artistic effects, to express their ideas and feelings. (EAD) * Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)   **ELGs**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) * Share their creations, explaining the process they have used. (EAD) | | **National Curriculum Objectives**   * Use a range of materials creatively to design and make products. * Use sculpture to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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.   **Key Skills**   * Can I use a combination of materials that have been cut, torn and glued? * Can I sort and arrange materials? * Can I explore how materials can by changed by rolling, screwing up, flattening etc? * Can I add texture by mixing materials? | **National Curriculum Objectives**   * Use a range of materials creatively to design and make products. * Use drawing to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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.   **Key Skills**   * Can I explore mark making with the following media on cartridge paper unless otherwise specified?   -HB and 4B pencils  -Coloured pencils  -Dry pastels (sugar paper)  -Oil pastels (sugar paper)  -Chalk and charcoal (sugar paper)   * Can I explore qualities of line including drawing lines of varying thickness? * Can I use dots and lines to demonstrate pattern and texture? * Can I experiment with 4B pencils and compare with HB? Can I discuss dark and light tones? * Can I explore clear lines and smudged lines with charcoal? Can I make tones of grey? * Can I explore smudging with dry pastels (use cotton buds) and use them for colour mixing? * Can I use oil pastels for resist pictures with thin paint or Brusho dyes? * Can I explore space in drawings – positioning objects above, below, next to, in front of and behind? Can I begin to develop overlapping objects to show ‘in front’ and ‘behind’? Collage can help with this. * Can I explore mixed media drawings e.g. charcoal and dry pastels; pencil and water colours? | **National Curriculum Objectives:**   * Use a range of materials creatively to design and make products. * Use painting to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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.   **Key Skills**   * Can I experiment with different brushes (including brushstrokes) and other painting tools? * Can I name the primary and secondary colours? * Can I mix primary colours to make secondary colours? * Can I mix variations of one colour and discuss cold and warm mixes? * Can I add white and black to alter tints and shades to create different tones? * Can I learn to look after brushes? | | **Key Vocabulary:**  Collage, squares, gaps, mosaic, features, cut, place, arrange. | **Key Vocabulary:**  Media, line, pattern, texture, tones, colour, space, mixed media. | **Key Vocabulary**  Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | | **Year B** | | | | **Autumn** | **Spring** | **Summer** | | **Art form: Sculpture**  **Artist(s): Rose Eken/Takuro Kuwata/Jennie Jieun Lee (selected works)** | **Art form: Drawing**  **Artist(s): Georgia O’Keefe** | **Art form: Printing**  **Artist(s): Andrea Lauren** | | **Curriculum Links: Clay houses links to The Great Fire of London.**  **Constructing Tudor houses out of boxes links to Great Fire of London.** | **Curriculum Links: Drawing plants** | **Curriculum Links: Animal prints and footprints** | | **Development Matters**   * Explore, use and refine a variety of artistic effects, to express their ideas and feelings. (EAD) * Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)   **ELGs**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) * Share their creations, explaining the process they have used. (EAD) | **Development Matters**   * Explore, use and refine a variety of artistic effects, to express their ideas and feelings. (EAD) * Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)   **ELGs**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) * Share their creations, explaining the process they have used. (EAD) | **Development Matters**   * Explore, use and refine a variety of artistic effects, to express their ideas and feelings. (EAD) * Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)   **ELGs**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD) * Share their creations, explaining the process they have used. (EAD) | | **National Curriculum Objectives**   * Use a range of materials creatively to design and make products. * Use sculpture to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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.   **Key Skills**  Construction   * Can I build models with boxes and containers, choosing their shape and form to suit purpose? * Can I cover constructions with pasted strips of newspaper and/or paint to apply colour and small features with collage? * Can I use a variety of techniques including cutting, sticking, tearing etc?   Clay   * Can I roll out clay to make slabs/tiles? * Can I use templates to cut around? * Can I decorate with patterns and texture by pressing objects in, carving designs or adding raised up areas using ‘slip’ to stick to roughed up surfaces? | **National Curriculum Objectives**   * Use a range of materials creatively to design and make products. * Use drawing to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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.   **Key Skills**   * Can I explore mark making with the following media on cartridge paper unless otherwise specified?   -HB and 4B pencils  -Coloured pencils  -Dry pastels (sugar paper)  -Oil pastels (sugar paper)  -Chalk and charcoal (sugar paper)   * Can I explore qualities of line including drawing lines of varying thickness? * Can I use dots and lines to demonstrate pattern and texture? * Can I experiment with 4B pencils and compare with HB? Can I discuss dark and light tones? * Can I explore clear lines and smudged lines with charcoal? Can I make tones of grey? * Can I explore smudging with dry pastels (use cotton buds) and use them for colour mixing? * Can I use oil pastels for resist pictures with thin paint or Brusho dyes? * Can I explore space in drawings – positioning objects above, below, next to, in front of and behind? Can I begin to develop overlapping objects to show ‘in front’ and ‘behind’? Collage can help with this. * Can I explore mixed media drawings e.g. charcoal and dry pastels; pencil and water colours? | **National Curriculum Objectives**   * Use a range of materials creatively to design and make products. * Use painting and sculpture to develop and share their ideas, experiences and imagination. * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. * Learn 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.   **Key Skills**   * Can I use a variety of materials, e.g. sponges, fruit, blocks? * Can I demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing? * Can I make printing block by sticking thin ‘found objects’ onto card e.g. string, seeds, match sticks, wool etc. – create repeated prints? | | **Key Vocabulary:**  Sculpture, statue, model, work of art, 2D/3D, sculptor, carving, slip, tool, template, roll, texture, pattern, shapes, materials. | **Key Vocabulary:**  Media, line, pattern, texture, tones, colour, space, mixed media. | **Key Vocabulary:**  Colour, shape, printing, printmaking, woodcut, relief printing, objects. | |  | | | | **Year 3 & 4** | | | | **Year A** | | | |  | | | | **Autumn** | **Spring** | **Summer** | | **Art form: Water colour and pastel**  **Artist(s): Heather Stone** | **Art form: Sculpture**  **Artist(s):** | **Art form: Sketching Charcoal**  **Artist(s);** | | **Curriculum Links: - Rocks** | **Curriculum Links: History Viking Art inspired pottery** | **Curriculum Links: - History IKB** | | **National Curriculum Objectives**   * To become proficient in painting techniques. * To improve their mastery of art and design techniques, including painting with a range of materials. * To learn about great artists, architects and designers in history.   **Key Skills**  Children can:   * use varied brush techniques to create shapes, textures, patterns and lines; * mix tones of one colour and discuss lightness and darkness; * make small adjustments to colour mixes to match observations; * use black and white for grey tones and to alter tints and shades to create different tones; explore varieties of greys and browns; * experiment with tone to show light and shade; * mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; * when mxing paint, control the consistency by managing the amount of water added advertently or inadvertently; * create different textures and effects with paint; * practice fine control with small pointed brushes and water colours or inks and fine brushes; * build up layers of marks, colours and textures within a single painting; * learn to look after brushes; * use inspiration from famous artists to replicate a piece of work; * reflect upon their work inspired by a famous notable artist and the development of their art skills; * express an opinion on the work of famous, notable artists and refer to techniques and effect; | **National Curriculum Objectives**  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  **Key Skills**   * roll out clay to make slabs/tiles; * create templates and use them to cut around; * decorate with patterns and texture by pressing objects in, carving designs or adding raised up areas using ‘slip’ to stick to roughed up surfaces. * learn how to make a thumb or pinch pot; * use modelling tools to help shape, fix, texture pots; * use additional clay to add on surface detail and pattern; * learn to use coils to extend pots upwards; | **National Curriculum Objectives:**  To become proficient in drawing techniques.  To improve their mastery of art and design techniques, including drawing, with a range of materials.  **Key Skills**   1. develop mark making skills with the following **media**:  * HB and 4B pencils * Coloured pencils * Dry pastels * Oil pastels * Chalk and charcoal * Water colours and pointed brushes * Water colour pencils  1. experiment with showing **line**, **tone** and **texture** with different hardness of pencils, including using HB and 4B pencils to explore the **tonal range** from lightest to darkest; 2. use black and white pastels or charcoal to explore **tonal range**, making a sequence of greys; 3. use shading to show **light** and **shadow** effects; 4. build up **textures** and **patterns** with layers of marks; 5. show an awareness of **space** when drawing – positioning objects above, below, next to, in front of and behind; 6. explore **colour** mixing with layers of coloured pencil **shading**; 7. develop control with dry and oil pastels making clear and **smudged** lines and appropriately blending colours; 8. explore and practice the use of water colours and pointed brushes to **colour** detailed drawings; including using water colour pencils where appropriate; 9. explore a range of media for their contrasting expressive effects e.g. heavy, dense marks - delicate light marks; 10. make **mixed media** drawing using the effects they have been learning and practicing appropriately; | | **Key Vocabulary:**  colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | **Key Vocabulary:**  2D/3D shape, sculpture, model, sculptor, carve, slip, tool, template, roll, texture, pattern. | **Key Vocabulary**  Line, tone, texture, tonal range, light, shadow effect, patterns, space, shading, colour, smudged, mixed media | | **Year Bline tone** | | | | **Autumn** | **Spring** | **Summer** | | **Art form: Hokusai’s Wave - Printing**  **Artist(s): Hokusai** | **Art form: Mosaic – Sculpture**  **Artist(s):** | **Art form: Painting or Collage**  **Artist(s): Henri Rousseau or Andy Goldsworthy** | | **Curriculum Links:** | **Curriculum Links: History Romans** | **Curriculum Links: Science – Living things and their habitats** | | **National Curriculum Objectives**  To improve their mastery of art and design techniques with a range of materials – printing.  **Key Skills**   * use more than one colour to layer in a print; * replicate patterns from observations; * make printing blocks; * make repeated patterns with precision; | **National Curriculum Objectives**  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  **Key Skills**   * roll out clay to make slabs/tiles; * create templates and use them to cut around; * decorate with patterns and texture by pressing objects in, carving designs or adding raised up areas using ‘slip’ to stick to roughed up surfaces. * learn how to make a thumb or pinch pot; * use modelling tools to help shape, fix, texture pots; * use additional clay to add on surface detail and pattern; * learn to use coils to extend pots upwards; | **National Curriculum Objectives**  To become proficient in painting techniques.  To improve their mastery of art and design techniques, including painting with a range of materials.  **Key Skills**   * use varied brush techniques to create shapes, textures, patterns and lines; * mix tones of one colour and discuss lightness and darkness; * make small adjustments to colour mixes to match observations; * use black and white for grey tones and to alter tints and shades to create different tones; explore varieties of greys and browns; * experiment with tone to show light and shade; * mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; * when mxing paint, control the consistency by managing the amount of water added advertently or inadvertently; * create different textures and effects with paint; * practice fine control with small pointed brushes and water colours or inks and fine brushes; * build up layers of marks, colours and textures within a single painting; * learn to look after brushes; | | **Key Vocabulary:**  line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. | **Key Vocabulary:**2D/3D shape, sculpture, model, sculptor, carve, slip, tool, template, roll, texture, pattern. | **Key Vocabulary:**  colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. | |  | | | | **Year 5 & 6** | | | | **Year A** | | | | **Autumn** | **Spring** | **Summer** | | **Art form: Drawing**  **Artist(s): Archimboldo** | **Art form: Sculpture**  **Artist(s): Alberto Giacometti (*Walking Man*)** | **Art form: Printing**  **Artist(s): Kenijuak Ashivak** | | **Curriculum Links: The Stone Age - farming** | **Curriculum Links: Greeks** | **Curriculum Links:** | | **National Curriculum Objectives**   * To create sketchbooks to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, with a range of materials. * To improve their mastery of art and design techniques, including painting with a range of materials * To learn about great artists, architects and designers in history   **Key Skills**   * Can I review and revisit ideas in my sketchbook? * Can I offer feedback using technical vocabulary? * Can I think critically about my art and design work? * Can I use digital technology as sources for developing ideas? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure? * Can I explore the use of hatching, cross-hatching, shading and thick and thin lines to show the quality of tone with a variety of black and white media? * Can I use the above to show form through observations of shadows and reflection? * Can I create a colour palette, demonstrating mixing techniques? * Can I use knowledge of tone to show shadows? * Can I give detailed observations about notable artists’, artisans’ and designers’ work? * Can I express an opinion on the work of famous, notable artists and refer to techniques and effect? * Can I offer facts about notable artists’, artisans’ and designers’ lives? * Can I use inspiration from famous artists to inspire my own work? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: Archimboldo? | **National Curriculum Objectives**   * To create sketchbooks to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, with a range of materials. * To improve their mastery of art and design techniques, including sculpting with a range of materials. * To learn about great artists, architects and designers in history.   **Key Skills**   * Can I review and revisit ideas in my sketchbook? * Can I offer feedback using technical vocabulary? * Can I think critically about my art and design work? * Can I use digital technology as sources for developing ideas? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure? * Can I explore representation of space with distant tones being paler, distant shapes smaller, close details visible – distant objects and shapes without detail? * Can I analyse an object or view by making several drawings from different viewpoints? * Can I depict movement and perspective in drawings? * Can I create a colour palette, demonstrating mixing techniques?   Mod roc   * Can I create a mod roc sculptor by building on a pre-existing template? * Can I add additional details to template using layers of mod roc, balled up mod roc and pinched mod roc? * Can I add colour using paint? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast? * Can I give detailed observations about notable artists’, artisans’ and designers’ work? * Can I express an opinion on the work of famous, notable artists and refer to techniques and effect? * Can I offer facts about notable artists’, artisans’ and designers’ lives? * Can I use inspiration from famous artists to inspire my own work? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: Alberto Giacometti? | **National Curriculum Objectives:**   * To create sketchbooks to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, with a range of materials. * To improve their mastery of art and design techniques with a range of materials – printing. * To learn about great artists, architects and designers in history.   **Key Skills**   * Can I review and revisit ideas in my sketchbook? * Can I offer feedback using technical vocabulary? * Can I think critically about my art and design work? * Can I use digital technology as sources for developing ideas? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure? * Can I explore representation of space with distant tones being paler, distant shapes smaller, close details visible – distant objects and shapes without detail? * Can I analyse an object or view by making several drawings from different viewpoints? * Can I depict movement and perspective in drawings? * Can I develop techniques in mono, block and relief printing? * Can I create and arrange accurate patterns? * Can I explore stencils to build up patterns of overlapping shapes and colours – apply paint with sponge or roller? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange, collograph, stencil? * Can I give detailed observations about notable artists’, artisans’ and designers’ work? * Can I express an opinion on the work of famous, notable artists and refer to techniques and effect? * Can I offer facts about notable artists’, artisans’ and designers’ lives? * Can I use inspiration from famous artists to inspire my own work? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: Kenijauk Ashivak? | | **Key Vocabulary:**  Analyse, deconstruct, primary and secondary colours, hot colours, line techniques, wavy, jagged, stippling, scumbling, hatching. | **Key Vocabulary:**  Analyse, deconstruct, human form proportion distortion, exaggeration, wire sculpting, complementary/contrasting colours | **Key Vocabulary**  Analyse, deconstruct, complementary/contrasting colours, inuit, relief printing, monoprinting | | **Year B** | | | | **Autumn** | **Spring** | **Summer** | | **Art form: Drawing & Sculpture**  **Artist(s): José Guadalupe Posada Aguilar** | **Art form: Painting (Pop Art)**  **Artist(s): Andy Warhole** | **Art form: Collage**  **Artist(s): John Singer** | | **Curriculum Links: Mayans & Mexico** | **Curriculum Links:** | **Curriculum Links: WW2** | | **National Curriculum Objectives**   * To create sketchbooks to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including drawing, with a range of materials. * To improve their mastery of art and design techniques, including sculpting with a range of materials. * To learn about great artists, architects and designers in history.   **Key Skills**   * Can I review and revisit ideas in my sketchbook? * Can I offer feedback using technical vocabulary? * Can I think critically about my art and design work? * Can I use digital technology as sources for developing ideas? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure? * Can I choose media to allow for breadth of experience? * Can I explore the use of hatching, cross-hatching, shading and thick and thin lines to show the quality of tone with a variety of black and white media? * Can I use the above to show form through observations of shadows and reflection? * Can I use mixed media with attention to shape, space, texture, tone, line, form and colour?   Mod roc   * Can I create a mod roc sculptor by building on a pre-existing template? * Can I add additional details to template using layers of mod roc, balled up mod roc and pinched mod roc? * Can I add colour using paint? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast? * Can I give detailed observations about notable artists’, artisans’ and designers’ work? * Can I express an opinion on the work of famous, notable artists and refer to techniques and effect? * Can I offer facts about notable artists’, artisans’ and designers’ lives? * Can I use inspiration from famous artists to inspire my own work? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: José Guadalupe Posada Aguilar? | **National Curriculum Objectives**   * To create sketchbooks to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques, including painting with a range of materials. * To learn about great artists, architects and designers in history.   **Key Skills**   * Can I review and revisit ideas in my sketchbook? * Can I offer feedback using technical vocabulary? * Can I think critically about my art and design work? * Can I use digital technology as sources for developing ideas? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure? * Can I create a colour palette, demonstrating mixing techniques? * Can I mix warm or cold sequences of one colour? * Can I use knowledge of tone to show shadows? * Can I build up layers of paint, textures and colours within a single painting? * Can I use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces? * Can I develop awareness of how the quality and texture of the paint effects the ‘mood’ of the painting; delicate, thin colours or rough, lumpy colours? * Can I draw on experience to select and use tools in appropriate ways to achieve intentions? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists? * Can I give detailed observations about notable artists’, artisans’ and designers’ work? * Can I express an opinion on the work of famous, notable artists and refer to techniques and effect? * Can I offer facts about notable artists’, artisans’ and designers’ lives? * Can I use inspiration from famous artists to inspire my own work? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Warhole? | **National Curriculum Objectives**   * To create sketchbooks to record their observations and use them to review and revisit ideas. * To improve their mastery of art and design techniques with a range of materials – collage.   **Key Skills**   * Can I review and revisit ideas in my sketchbook? * Can I offer feedback using technical vocabulary? * Can I think critically about my art and design work? * Can I use digital technology as sources for developing ideas? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure? * Can I add collage to a painted or printed background? * Can I create and arrange accurate patterns? * Can I use a range of mixed media? * Can I plan and design a collage? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix? * Can I give detailed observations about notable artists’, artisans’ and designers’ work? * Can I express an opinion on the work of famous, notable artists and refer to techniques and effect? * Can I offer facts about notable artists’, artisans’ and designers’ lives? * Can I use inspiration from famous artists to inspire my own work? * Can I use key vocabulary to demonstrate knowledge and understanding in this strand: John Singer? | | **Key Vocabulary:**  Analyse, deconstruct, sculptor, sculpture, human form, graffiti, political message through art, shading, hatching, cross-hatching, scumbling, stippling. | **Key Vocabulary:**  Blend, mix, line, tone, shape, abstract, absorb, colour | **Key Vocabulary:**  Shape, form, arrange fix | |
| **In order to assess impact - a guide** |
| Our Art Curriculum is high quality and planned to demonstrate progression and to stimulate creativity. Children will be become creative learners, who have a web of knowledge about the great artists of the world.  We measure the impact of our curriculum through:   * Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work. * Displays across the school reflect the children’s sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. * Images and videos of the children’s practical learning. * Work in sketchbooks. * Assessments against learning outcomes.   Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately. |