

KNOWLEDGE



EYFS: Use a variety of tools and techniques including the use of different brush sizes and types.

Year 1/2: Make marks in print with a variety of objects. Mix a range of secondary colours, shades and tones.

Year 3/4: Plan and create different effects and textures with paint, mixing and match colours with increasing accuracy.

Year 5/6: Plan and create different effects and textures with paint according to what they need for the task.

ART CURRICULUM INTENT



SKILLS

Produce creative work through **drawings, paintings and sculpture**

-develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- **Explore** and **express** their feelings and ideas
 - **Record** their experiences
 - **Evaluate and analyse** creative work
- **Use the language** of art, craft and design
 - **Think critically** about images
 - **Develop observational** skills



CULTURAL CAPITAL



Studying art can provide us with **insight into our cultures and societies** of origin as well as cultures with which we might be less familiar, thereby **increasing cross-cultural awareness** and understanding.

Learning about great artists, craft makers and designers, and **understanding the historical and cultural development** of their art forms will help us realise that art is made by all sorts of people, in a variety of ways.

Our participation in and engagement with art can **shape and define who we are** and how we understand ourselves and help us become our future artists and creative workforce.

EXPERIENCES



Global & National Events:

Children's Art Week

50 Things to do: Art Attack – participate in a group art activity

Artists – Name 10 artists

Trips: Pitt Rivers, Ashmolean, Tate Modern, National Portrait Gallery

Place of worship:

Any place of worship as children will experience art from other religions

Visitors: Local artists

CHARACTER



Roots that Strengthen: Exploring and experimenting with materials, tools, colour and texture.

Branches that Reach: Increasing independence to creatively use drawing/ painting and sculpture to develop and share their own ideas and experiences

Fruit that Flourishes: Accurately and confidently using a range of techniques to edit and critically evaluate their masterpieces.

IMPACT

We monitor and support the teaching through:

Developmental Drop Ins

Planning & Book Look Feedback

Governor Visits



We measure the impact on learning by:
Short-formative assessment of key questions

Cycle A

RECEPTION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Houses and Homes	Fabulous Festivals	Dinosaurs	Once upon a time	Marvellous Minibeasts	Think Big!
Teaching Ideas	Cardboard houses for the 3 little pigs (See DT)	Firework chalk art/ poppy craft	Dinosaur clay footprints/ scales collage	Castles (See DT)	Insect spots/ mixed media minibeasts/clay mini beasts	Giant art (large scale)
National Curriculum objectives	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>				-
Progression of skills		<ul style="list-style-type: none"> -use different brush types -explore what happens when you mix colours -enthusiastically try out different materials -experiment with different textures - work purposefully responding to colours respond to different colours, shapes and materials 	<ul style="list-style-type: none"> - work spontaneously and enjoy the act of making/creating -to use different textures (clay/ sand paint) -describe key features in their work -explore using simple tools with new materials (clay) -to start to cut and glue materials. -use a variety of tools to make marks 	<ul style="list-style-type: none"> - to start to show some concentration and control when experimenting with tools - work purposefully responding to shapes and patterns 	<ul style="list-style-type: none"> -to be able to talk about what they're doing -use a variety of materials (natural) -use a variety of materials (natural) recognise key features in their own work -to mix a range of colours 	<ul style="list-style-type: none"> - recognise a pattern in the environment around them -explain what they're doing to work on different scales create simple representations of people and other things

ELG:

Hold a pencil effectively in preparation for fluent writing (and drawing) – using a tripod grip in almost all cases

Begin to show accuracy and care when drawing

Share creations, explaining the processes they have used

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture, form and function

Cycle B

RECEPTION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	SUPERHEROES/SUPER ME	TIME FOR TOYS	TRANSPORT AND TRAVEL	HOW DOES YOUR GARDEN GROW?	5, 4, 3, 2, 1 BLAST OFF!	ON THE FARM
Teaching Ideas	Cakes/ masks/ moving people/ puppets (See DT)	Pop art- what are the primary colours?	Making different wheel paint marks	Fruit & vegetable printing	Splatter space art	Animal patterns
Development Matters	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>				-
Progression of skills		<ul style="list-style-type: none"> -use different brush types -explore what happens when you mix colours -enthusiastically try out different materials -experiment with different textures - work purposefully responding to colours 	<ul style="list-style-type: none"> - work spontaneously and enjoy the act of making/creating -to use different textures (clay/ sand paint) -describe key features in their work -explore using simple tools with new materials (clay) 	<ul style="list-style-type: none"> - to start to show some concentration and control when experimenting with tools - work purposefully responding to shapes and patterns 	<ul style="list-style-type: none"> -to be able to talk about what they're doing -use a variety of materials (natural) -use a variety of materials (natural) recognise key features in their own work -to mix a range of colours 	<ul style="list-style-type: none"> - recognise a pattern in the environment around them -explain what they're doing to work on different scales create simple representations of people and other things

		respond to different colours, shapes and materials	-to start to cut and glue materials. -use a variety of tools to make marks			
<p>ELG: Hold a pencil effectively in preparation for fluent writing (and drawing) – using a tripod grip in almost all cases Begin to show accuracy and care when drawing Share creations, explaining the processes they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture, form and function</p>						

Cycle A

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Paddington	Scientists and Inventors	Tin Forest	Grow, Grow, Grow	Through the Window	Under the Sea
Teaching Ideas	London city scapes/ stained glass windows	Mini Green house (See DT)	Leaf printing/ tree rubbings	Gardening/ moving mini beasts (See DT)	Clay (see DT)	Sea Collage/Fish patterns
National Curriculum objectives	-Create images from imagination and observations -work on different scales		- make rubbings -make marks in print with a variety of objects			- experiment with, construct and join recycled, natural and manmade materials - use and layer a variety of media inc. photocopied material, fabric, plastic, tissue, magazines
Progression of skills	--Review and say what they have done and say how they feel about it. · Identify what they might change in their current work		-carry out different printing techniques -Print using a variety of materials and techniques	-		-Design patterns of increasing complexity and repetition. -create textured collages from a variety of media
<ul style="list-style-type: none"> · Understand the basic use of a sketchbook and work out ideas for drawings · Use a sketchbook to collect and record ideas 						

Cycle B

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	When I grow up	Explorers	Great Fire of London	The Little Gardener	Chocolate (Aztecs)	Wild and wonderful creatures
Teaching Ideas	Self portraits	Colour mixing	Fire engines (See DT)	Healthy Eating/ Gardening (See DT)	Designing and making a chocolate bar (See DT)	Animal Art - finger puppets, sock snakes
National Curriculum objectives	- learn about the work of a range of artists (self-portrait artists)	-mix and match colours to artefacts and objects				- make a repeating pattern - use a variety of techniques to develop their ideas (weaving, finger knitting, sewing)
Progression of skills	- to use drawing/ painting to develop and share their ideas, experiences and imagination -Ask and answer questions about the starting points for their work and develop their ideas.	-begin to explore the use of line/shape and colour -experiment with visual elements of line, shape, pattern and colour - to identify the primary colours and mix to make secondary colours using different types of paint				- to use drawing/ painting and sculpture to develop and share their ideas, experiences and imagination - use a variety of techniques to develop their ideas (weaving, finger knitting, sewing) -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
<ul style="list-style-type: none"> · Understand the basic use of a sketchbook and work out ideas for drawings · Use a sketchbook to collect and record ideas 						

Cycle A

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Groovy Greeks	The Fiery Earth	Frozen Planet	Anglo-Saxons	Egyptians	Local Area Study
Teaching Ideas	Vases	Volcanoes (DT)	Explorer biscuits (See DT)	Shields / Patterns (See DT)	Papyrus/ jewellery (See DT)	Viewfinders/ painting of local area
National Curriculum objectives	-create a final clay piece using different techniques (pinch, coil pots)					- use specific colour language (tint, tone, shade)
Progression of skills	<ul style="list-style-type: none"> · work reasonably independently in clay developing skills · Construct a simple clay base for extending and modelling other shapes. 					<ul style="list-style-type: none"> · Show increasing independence and creativity with the painting process. · Evaluate beginning to use artistic language.
-Use their sketchbook to collect and record visual information from different sources.						

Cycle B

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Planet Earth	Flintstones	Romans	Europe	Baghdad	Rainforests
Teaching Ideas	Art from around the world (Rangoli, Tinga Tinga)	Cave Paintings/ sculptures	Roman purses (See DT)	Famous European Buildings	Black ink cityscape of Baghdad/ Building silhouettes	Henri Rousseau collage/ Sew a dart frog beanbag
National Curriculum objectives	-Explore the roles and purposes of artists and crafts people working in different cultures.	-show an understanding of shape, space and form		- Explore the roles and purposes of architects working in different cultures.	- develop control of pencil and a range of techniques for shading and adding texture	-create textured collages building up layers, colours and textures
Progression of skills	-Question and make thoughtful observations -select ideas for a starting point	· Use research to inspire drawings from memory and imagination. -match the correct tool to the material		- make and match colours with increasing accuracy · Alter and refine drawings and describe changes	-Plan, refine and alter their drawings as necessary. · Draw for a sustained period of time at their own level.	-develop skills in stitching -experiment with a range of media to overlap and layer
-Use their sketchbook to collect and record visual information from different sources.						

Cycle A

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Crime and Punishment	World War II	Is Britain Still Great?	River Low, Mountain High	Amazing Mayans	Lands End to John O’Groats
Teaching Ideas	Historical Art based on what they're studying in topic. (e.g., Roman mosaic whip)	Tanks (see DT)	British Inventors (DT)	Landscape Artists (Turner, O’Keeffe, Hockney, River weaving, sewing)	Mayan headdresses/Chocolate (DT)	British Artists: comparing landscapes and cityscapes
National Curriculum objectives	-Create shades and tints using black and white			-analyse, compare and evaluate famous pieces of art		-Use a variety of different art techniques to sketch an image pencil, pen, charcoal
Progression of skills	-evaluate and edit using artistic language - Comment on artworks with a fluent grasp of visual language.			- choose appropriate techniques and materials to create texture - Choose from a range of stitching techniques		-Use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight).
-Use a sketchbook to develop ideas, using a variety of mixed media & adapt their work according to their views						

Cycle B

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Adventures in Space	Blood, Bones and Body	Saxons and Vikings	Shang Dynasty	Natural Resources	Think Global. Act Local.
Teaching Ideas	Artist: Peter Thorpe	Express myself through art: colour to show emotions	Talking Textiles: Bayeaux tapestry (See DT)	Chinese Ink Painting	Andy Goldsworthy	Recycling/ bird houses (See DT)
National Curriculum objectives	-to be familiar with layering different media	-combine colours, tones and tints to enhance the mood of a piece.		-to improve their mastery of art and design techniques, including painting with a range of materials	-to use sculpture to develop and share their ideas, experiences and imagination	
Progression of skills	-Review and revisit their work. By being able to critically evaluate and edit (e.g., paint over their work).	--accurately mix and match colours		-Be confident with printing on paper and fabric -Alter and modify work	-create constructions with independence showing an understanding of shape, space and form	
	-Use a sketchbook to develop ideas, using a variety of mixed media & adapt their work according to their views					