



Purpose of Study

Our school curriculum will ensure;

Children, through first hand experiences and theoretical studies, will gain a wide knowledge of both historical and modern artists. They will learn how art has progressed and its importance in history. In addition, they will also build on their own knowledge and skill progressively; recording this progression in sketch books.

Through an enriched curriculum of both skills and knowledge, the children will gain an appreciation of art and its history. Throughout their learning, children will be encouraged to experiment and explore; using their own passions and interest to influence their art. By allowing them different opportunities to discover their own talents, building their knowledge and their individual skills, we will instil a sense of enjoyment of and fascination by the world around them and how it can be expressed by the different arts. Each year group will take part in the annual art week where all children's work will be displayed in the gallery to help encourage pride in their achievements. They will also have experiences with a least three artists throughout their school life.

The national curriculum states that;

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

It allows its students to gather knowledge and inspiration that eventually contributes to how they speak and view the world around us as people.

Aims

Our school curriculum will ensure;

- All children (Y1 – Y6) will have sketch books for exploration and recording; each child will complete a self-portrait each year to help show progress and to enable children to show what they have learnt in previous years.
- Techniques will be taught on a progressive scale with children building on skills until Y6 where they will be expected to showcase all skills learnt.



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- Children will learn the correct vocabulary for the different techniques they are learning within their year group.
- Children will study at least one modern and one historic artist each year, where possible these will be linked to class topics.
- Children will experience working alongside at least three practicing artists (in both the local and wider community).

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.

Glossary

For the purpose of this document the following words have been defined as;

media – mark making tools used to create lines, shapes and colour during painting and drawing or different types of art or different types of materials used in art

scales – large and small pieces of similar art work

pieces – completed works of art

grades – thickness and hardness of pencils

alternating patterns – ababab abbabbabb aabaabaab abcabcabc

relief printing - printing from a raised surface where the non-image areas have been cut away

impressed printing – when the printing block is created by carving out the surface

mood board – a collection of media that reflects a feeling or an idea

form - established structure, pattern, or scheme followed in shaping an artistic work



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KS1

Our school curriculum will ensure children are taught: -

- To use a range of materials and techniques for drawing, painting and sculpture.
- About the work of at least one modern and one historical artists.

Children will also; be given opportunities to work on different scales and will be taught to understand the safety and basic care of materials and tools. Children will start all art projects by designing their outcome using the drawing techniques for their year group. At least 3 final pieces will be completed throughout each year group.

The National Curriculum states 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.

Drawing



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<p>Year 1 Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with a range of media. Name, match and draw lines/marks from observations. Draw on different surfaces with a range of media. Observe and draw shapes from observations and invent new shapes.</p>	<p>Year 2 Children will be taught a range of different techniques for each of the following mark making tools; charcoal, pencils, chalk and pastels. - Shading using a variety of techniques including ink wash and changing pressure for different tones - Introducing children to different pencil grades</p>
<p>Painting</p>	
<p>Year 1 Painting Use a variety of tools and techniques including different brush sizes and types, hands, feet, rollers and pads. Introduction to different types of paint and comparing their properties. Identify and name primary colours. - mixing primary colours using powder paints following an appropriate method; water, sponge, powder, mix.</p>	<p>Year 2 Painting Mix and match colours to artifacts and objects. - use water colours to paint different backgrounds. Identify secondary colours by name and know how they are made. - colour mix to make secondary colours, green, purple and orange (using powder paints)</p>
<p>Year 1 Printing Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Make simple prints e.g. Mono-print. Create simple printing blocks with press print.</p>	<p>Year 2 Printing Print on a range of different materials – paper, card, fabric etc. Make simple pattern prints e.g. mono-print and using shapes in alternating patterns Create simple patterns using printing blocks with press print.</p>
<p>Sculpture</p>	



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<p>Year 1 Textiles Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify paper (<i>to help develop their dexterity</i>) by fraying, fringing etc.</p>	<p>Year 2 Textiles Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting and create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel. Apply shapes or decoration such as beads and feathers etc. with glue.</p>
<p>Year 1 Modelling and Collages Experiment with construction and joining recycled, natural and manmade materials. Children will also:</p> <ul style="list-style-type: none"> - Use simple 2-D shapes to create a 3-D form. - Arrange and glue materials to different backgrounds. - Fold, crumple, tear and overlap papers. <p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p>	<p>Year 2 Modelling and Collages Experiment with construction and joining recycled, natural and manmade materials. Children will also:</p> <ul style="list-style-type: none"> - Collect, sort and match colours appropriate for an image. - Arrange shapes appropriately. - Select and use textured paper for an image. <p>Create simple forms such as clay pots.</p>
<p>Artist Study</p> <p><i>There will be a focus study on the artist specified in the curriculum for each year group which will link to the artist(s) which has/have been studied in the previous year. The focus for Key Stage 1 will be on shapes and colour and how these have influenced the artists' work of the two eras. There will also be a further study of an artist which links to a historical era studied in each year group.</i></p>	
<p>Year 1 Andy Warhol – “Shot Marylin” Pop Art</p> <p>Focus on experimenting with colour and taking inspiration from modern life. Pop Art was inspired by Abstract Art which will be further studied in Y2.</p>	<p>Year 2 Wassily Kandinsky – “Squares with Concentric Circles” Abstract Art</p> <p>Kandinsky was the pioneer of Abstract Art and believed that his art showed his ‘inner self’. Experimenting with shape and colour whilst trying not to represent an accurate picture of the focus. Discuss how this inspired the Pop Art we studied in Y1.</p>



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<p>Other artists from this era; Roy Lichtenstein, Yayoi Kusama, Peter Blake</p>	<p>Other artists from this era; Jackson Pollack, Kasimir Malevich</p>
<p>Key Vocabulary</p>	
<p>Year 1 primary, texture, malleable, rolling, kneading</p>	<p>Year 2 All relevant Y1 words as well as; shading, ink wash, pressure, secondary, fraying and fringing</p>
<p>Spiritual and Emotional Engagement</p>	
<p><i>Each year group will have a links to other curriculums to help children build a holistic view of the world around them and deepen their spiritual and emotional connection to their learning. Every year group will take part in ‘Art Week’, where they will be given the opportunity to display their art work in our school gallery; helping children to have pride in their achievements.</i></p>	
<p>During Y1, children will be encouraged to use their art to express what they know about the world and themselves. They will also be introduced to expressing their emotions through art using colour and shape; discussing how certain colours and shapes reflect different emotions.</p> <p>In Y1, children will study the works of Christopher Wren – the architect who redesigned St Paul’s Cathedral after the great fire of London – with a look at his use of charcoal as part of their History curriculum.</p>	<p>During Year 2 children will continue to express their emotions through art; they will create mood boards using a range of materials to express emotions with support from Year 5 children.</p> <p>Children will also experience working with a real life artist from the community to better understand the possibilities of art as a career.</p> <p>Looking at art and the environment – which recycled objects can be used to create art – can you make your own painting tools from recycled items – why do we need to do this? How will this help the environment? Alongside this create some art from natural materials – how does this differ from the recycled materials – what will happen when we no longer want the art work? How will this affect the environment differently? Look at Andy Goldsworthy art.</p>



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KS2

Our school curriculum will ensure children are taught:

- To use a range of materials and techniques for drawing, painting and design. Building on prior knowledge and learning new techniques.
- About the work of at least one modern and one historical artist.

Children will also be given opportunities to work on different scales and will be taught to understand the safety and basic care of materials and tools. Children will start all art projects by designing their outcome using the drawing techniques for their year group. At least three final pieces will be completed throughout each year group.

The national curriculum for art and design aims to ensure that all pupils:

- 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.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Learn about great artists, architects and designers in history.

Drawing

Year 3	Year 4	Year 5	Year 6
<p>Drawing Use sketch books to collect and record visual information from different sources. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p>	<p>Drawing Experiment with ways in which surface detail can be added to drawings. Begin to show an awareness of objects having a third dimension. Experiment with different grades of pencil and other implements to achieve variations in tone.</p>	<p>Drawing Work from a variety of sources including observation, photographs and digital images. Develop close observation skills, using a sketchbook to collect and develop ideas. Experiment with media to make different marks, lines, patterns, textures and shapes.</p>	<p>Drawing Work from a variety of sources including observation, photographs and digital images. Develop close observation skills, using a sketchbook to collect and develop ideas. Start to develop their own style using mixed media and a variety of techniques (at least three)</p>



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<p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <ul style="list-style-type: none"> - stippling using dots to create different tones 	<p>Create textures with a wide range of drawing implements.</p> <ul style="list-style-type: none"> - shading using a variety of techniques, building on previously taught skills - highlighting using an eraser 	<ul style="list-style-type: none"> - hatching (straight lines) and cross-hatching making criss-cross patterns to create different textures, - scrumbling using circular motions to build shading and tones. 	<p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>
Painting			
<p>Year 3 Painting</p> <p>Experiment with different effects and textures including block colour, washes and thickened paint to create textural effects</p> <p>Mix colours and know which primary colours make secondary colours</p>	<p>Year 4 Painting</p> <p>Work on a range of scales e.g. Thin brushes on small picture etc.</p> <p>Use more specific colour language e.g. light green, blue-green</p>	<p>Year 5 Painting</p> <p>Develop a painting from drawing.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary and secondary colours.</p> <p>Be able to identify complimentary and contrasting colours.</p>	<p>Year 6 Painting</p> <p>Develop a painting from drawing.</p> <p>Create imaginative work from a variety of sources e.g. Observational drawing, themes, poetry and music</p> <p>Carry out preliminary studies, trying out different media, materials and mixing appropriate colours</p>
<p>Year 3 Printing</p> <p>Create printing blocks using a relief or impressed method.</p> <ul style="list-style-type: none"> - use objects to create textures e.g. straw bubbles, string (using poster paints) 	<p>Year 4 Printing</p> <p>Print with two colour overlays.</p> <ul style="list-style-type: none"> - blending to create washes (using water colours) - colour mixing to make tones; pink, light-green 	<p>Year 5 Printing</p> <p>Create printing blocks using a relief method (raised).</p>	<p>Year 6 Printing</p> <p>Use different brush strokes;</p> <ul style="list-style-type: none"> drybrush (painting over dry paint) and flat wash (smooth even wash of colour).
Sculpture			
<p>Year 3 Textiles</p> <p>Use a variety of techniques, e.g. Printing, dyeing, weaving and</p>	<p>Year 4 Textiles</p> <p>Use a variety of techniques, e.g. Printing, dyeing, weaving and</p>	<p>Year 5 Textiles</p> <p>Use a variety of techniques, e.g. Printing, dyeing, weaving and</p>	<p>Year 6 Textiles</p> <p>Use a variety of techniques, e.g. Printing, dyeing, weaving and</p>



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<p>stitching to create different textual effects Experiment with paste. Apply colour with printing, dipping and fabric crayons.</p>	<p>stitching to create different textual effects Develop skills in stitching, (including simple running stitch) cutting and joining.</p>	<p>stitching to create different textual effects Use different grades of threads and needles to create cross stitches and back stitches. Experiment with a range of media to overlap and layer to create interesting colours, textures and effects.</p>	<p>stitching to create different textual effects Experiment with a range of stitches. Use fabric to create 3-D structures</p>
<p>Year 3 Modelling and collage Plan, design and make models from observation or imagination. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Change the surface of a malleable material using a range of different skills including scoring and pinching.</p>	<p>Year 4 Modelling and collage Plan, design and make models from observation or imagination. Use collage as a means of collecting ideas and information and building a visual vocabulary. Join malleable materials adequately and construct a simple model. Create surface patterns and textures in a malleable material.</p>	<p>Year 5 Modelling and collage Plan, design and make models from observation or imagination. Add collage to a painted, printed or drawn background. Use a range of media to create collages. Join malleable materials adequately using slipping (using water to stick clay parts together) and scoring to construct a simple model.</p>	<p>Year 6 Modelling and collage Plan, design and make models from observation or imagination. Use different techniques, colours and textures when designing and making pieces of work. Produce intricate textures in malleable media.</p>

Artist Study

There will be a focus study on the artist specified in the curriculum for each year group which link to the artists which have been studied in the previous year. The focus for Key Stage 2 will be on landscapes and how these have changed and developed through the years. There will also be a further study of an artist which links to a historical era studied in each year group.



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<p>Year 3 Pablo Picasso – “House On The Hill”</p> <p>Cubism The creation of Abstract Art we studied in Y2. Cubism does not aim to be realistic or life like in any way. Most common focus is landscapes.</p> <p>Other artists from this era; Georges Braque, Jean Metzinger</p>	<p>Year 4 Paul Cezanne – “Mont Sainte-Victoire”</p> <p>Post impressionism Cezanne was the pioneer of post-impressionism; their work not only depicted emotion but enabled viewers to feel they were part of them. Cezanne saw things as blocks of colour and shapes which is believed to be the root of cubism which was studied in Y3. Impressionism is thought to be the beginning of modern art.</p> <p>Other artists from this era; Vincent Van Gogh, Paul Gauguin</p>	<p>Year 5 John Constable - “The Valley Farm”</p> <p>Romanticism Light and colour is used to conjure emotions which greatly influenced the impressionism movement studied in Y4. The movement was influenced by the revolutions of its time and emphasised nature and emotions.</p> <p>Other artists from this era; J.M.W Turner, William Blake</p>	<p>Year 6 Leonardo da Vinci – “Landscape Drawing for Santa Maria Della Neve”</p> <p>Renaissance Meaning 'rebirth'. Artists were inspired by ancient interests like balance, naturalism, and perspective it concentrated on science and maths which is a contrasting approach compared to Romanticism which was studied in Y5.</p> <p>Other artists from this era; Michelangelo di Lodovico Buonarroti Simoni, Raffaello Sanzio da Urbino (Raphael)</p>
Key Vocabulary			
<p>Year 3 All relevant KS1 words plus; stippling, tones, washes, textures, scoring, pinching</p>	<p>Year 4 All relevant KS1 and Y3 words plus; highlighting, blending, washes, running stitch</p>	<p>Year 5 All relevant KS, Y3 and Y4 words plus; hatching, cross-hatching, scumbling, grades, slipping</p>	<p>Year 6 All previously taught relevant words plus; drybrush, flat wash, intricate</p>
Spiritual and Emotional Engagement			



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Each year group will have a link to other curriculums to help children build a holistic view of the world around them and deepen their spiritual and emotional connection to their learning. Every year group will take part in Art Week, where they will be given the opportunity to display their art work in our school gallery; helping children to have pride in their achievements.

<p>Year 3 will work with music; listening to different composes and modern music and producing work to show their emotions in response to the music.</p> <p>The children will also draw/paint in response to the composer they are studying as part of the music curriculum</p>	<p>Year 4 children will experience working with a real life artist to help understand the possibilities of art as a career and to learn its purpose in the community. They will also visit an art museum as part of the schools essential trips.</p> <p>Year 4's will study Spanish artists as part of their Spanish curriculum including Picasso (previously visited in Y3) and any relevant artists known to be showcasing at the museum they are visiting.</p>	<p>Year 5 children will use photography to showcase emotions – children to take photos of things they find beautiful, things that make them happy, sad or angry, things that reflect changes in the world around them. They will then showcase these to others who will be encouraged to analyse the pictures and decide what is being shown discussing their reasoning with their peers.</p> <p>Year 5 will work support Y2 to produce their mood boards, building a sense of community and support across year groups.</p>	<p>Year 6 children will experience working with a real life artist to help understand the possibilities of art as a career and to learn its purpose in the community. This will also provide opportunities for children to work with artists who are passionate about their work.</p> <p>Year 6 children will practice the art of calligraphy - using foundation pens and inkwells – using the influence of their handwriting skills built up during literacy lessons.</p>
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