



Art and Design- Curriculum Overview

Curriculum Intent

Our Art and Design curriculum has been designed to 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. It encourages children to think critically and develop a deeper understanding of art and design.

Our curriculum allows pupils to:

- 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.

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality art and design sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas
- Children taking ownership of their own learning journey
- We have an engaging, ambitious and inclusive curriculum which results in happy learners
- We celebrate and share our successes

The Art and Design curriculum reflects our school values in the following ways:

Ready:

We always try our best
We keep going when things get difficult
We set high expectations of ourselves
We are positive about new challenges

Respectful:

We look after our environment and our equipment
We respect difference and know that we are all equal

Responsible:

We look after ourselves and each other

Visual elements in the Art and Design Primary Curriculum

The visual elements can be described as the building block for art & design. These fundamental elements are the basis for learning in art and design and are an essential starting point for children.

There are 7 visual elements in the 2014 National Curriculum which are explicitly outlined in the KS1 subject content. When planning a unit of work it would be expected that one visual element should be taught alongside or within a process – eg. Line and drawing, form and sculpture, colour and painting.

Throughout the year, there needs to be a balance of the following areas:

Drawing Painting Print Collage

In addition to a specific drawing unit each year, every unit of work will include an element of drawing.

	Drawing	Painting	3D Art	Print	Collage
Visual element	Form, line	Colour, pattern, texture	Form, texture	Pattern, line, texture	Space, shape
Foundation	Mark making	Yayoi Kusama, Piet Mondrian, Jackson Pollock	Andy Goldsworthy	Alma Thomas Fruit/ vegetable/ plasticine printing	
Year 1	Mark making Charles McGee	Colour mixing	Paper sculptures/Charles McGee London landmarks	Making own prints Clare Young Hapa-Zome	Henry Matisse
Year 2	Max Ernst - texture Percy Kelly –Outlines and perspective Ls Lowry Paul Cezanne – still life drawing, shading 3D Maryport landmarks	Colour mixing – shades and tints Van Gogh	Maryport landmarks	Styrofoam printing	Great Fire of London collage silhouettes

Progression of Skills in Drawing

This *progression of skills in drawing* document is a guideline to help you think about the drawing skills you **teach** children at different stages of Primary School. Ideally, this should be a working document which is added to and adapted throughout the school year by each teacher.

3-4	EYFS	Year 1/2	Year 3/4	Year 5/6	<u>Artists</u>
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <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>Hold a pencil comfortably.</p> <p>Use a variety of drawing tools – pencils, pens, wax crayons and chalk.</p> <p>Begin to explore different lines – thick, thin, wavy, straight.</p> <p>Explore different textures and begin to experiment with marks to illustrate these.</p> <p>Draw from imagination.</p> <p>Draw from observation, noting elements such as shape & colour,</p> <p>Talk about what they have produced.</p> <p>Draw objects/people who</p>	<p>Develop more control using drawing tools – pens, pencils, pastels, chalks, (<i>graphite and charcoal</i>)</p> <p>Explore different lines – linked to emotions, happy, excited etc.</p> <p>Find and record lines in the environment.</p> <p>Explore tone though using different tools (<i>graphite/charcoal etc</i>) smudging, blending and hatching.</p> <p>Add some finer detail when observational drawing, such as identify hair style and any identifiable features (glasses) when drawing a portrait/self-portrait.</p> <p>Draw landscapes with some details – use term such as background and foreground.</p> <p>Begin to layer different media – e.g. draw over pencil crayons.</p>	<p>Draw with increasing confidence, adding finer details and at times, indicating 3D objects</p> <p>Study an object and draw small details using a viewfinder.</p> <p>Create a landscape composition identifying the foreground, middle and background – using tone if appropriate.</p> <p>Use a drawing media such as pencils HB-6B, graphite and charcoal to add depth and tone to drawings.</p> <p>Identify and explore different textures and experiment with different ways and mediums to draw these.</p> <p>Explore different lines from natural and manmade objects and begin to replicate these in drawing.</p> <p>Draw a portrait/self-portrait with some finer details with</p>	<p>Apply tone to a drawing by observing light and shadows in a group of objects and explore ways of adding tone to depict this.</p> <p>Use with confidence, a range of drawing mediums (<i>charcoal, pastels etc</i>) and identify why they have chosen them for a piece of work.</p> <p>Use one-point perspective effectively.</p> <p>Observe and add finer details to drawings – landscapes and portraits.</p> <p>Use a viewfinder confidently to focus on small areas.</p> <p>Use language appropriate to skills and techniques - pattern, tone, shape, line.</p> <p>Discuss and evaluate their work and discuss the work of others, often suggesting success and improvement points.</p>	<p>Pablo Picasso Vincent Van Gogh Andy Warhol David Hockney Leonardo da Vinci Daniel Mathers Henri Matisse Edvard Munch Claude Monet Jackson Pollock Georgia O’Keeffe George Seurat Tony Cragg Julie Mehretu Trisha Brown Rebecca Horn Alberto Giacometti Heather Hansen Cy Twombly Dryden Goodwin Silke Schatz Kitai Kim Antony Gormley William Kentridge Claude Heath Amy Sillman M.C.Escher Kat O’Connor Kathe Kollwitz Lee John Philips Ceri Richards</p>

	<p>are important to them.</p>	<p>Draw for a sustained period of time from real objects, including single and grouped objects.</p> <p>Begin to use viewfinders to select areas for observational drawing.</p> <p>Identify and draw shapes and patterns with increased accuracy.</p>	<p>several identifiable features – use tone to add depth.</p> <p>Develop a drawing within a sketchbook and begin to annotate their own work – highlighting their thoughts.</p>	<p>Show signs of developing their own style using exploration and experiments in sketchbooks.</p>	<p>Adonna Khare Giorgio Morandi Paula Rego Saba Rifat Judith Ann Braun Ahmed Mustafa Nigel Peake - lines</p>
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Progression of Skills in Painting

This *progression of skills in painting* document is a guideline to help you think about the painting and colour mixing skills you **teach** children at different stages of Primary School. Ideally, this should be a working document which is added to and adapted throughout the school year by each teacher.

<u>EYFS</u>	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>	<u>Artists</u>
<p>Begin to hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line.</p> <p>Recognise and name the primary and secondary colours.</p> <p>Begin to match colours to different artefacts and objects. Identify colours on a colour hunt.</p> <p>Explore mixing secondary colours.</p> <p>Begin to develop language of colour – such as lighter, darker, brighter.</p> <p>Explore working with paint on different surfaces and in different ways i.e, hand and finger</p>	<p>Experiment with a variety of media; different brush sizes and tools.</p> <p>By Y2, develop control and types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Develop language of brush strokes – dab, flick, stroke, overlay and explain how they have created some effects.</p> <p>Explore how to make different shades of grey with black or white.</p> <p>Mix a range of secondary colours, moving towards predicting resulting colours and pink. Explore the effect of adding white to a mixed colour.</p> <p>Explore mixing colours to match objects such as plants and skin tones.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Explore ways of lightening a primary colour - using both white (making tints) and water.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Explore watercolour paints by adding water and use techniques to create a painting.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. brushstrokes, layering, blocking in colour, washes, thickened paint creating textural effects.</p> <p>Know that mixing primary colours to secondary colours results in a tertiary colour.</p> <p>Explore the range of colours made from mixing all 3 primary colours together.</p> <p>Mix and match colours to create atmosphere and light effects. Mix shades, tints and tones with confidence building on previous knowledge.</p> <p>Begin to work more independently, making choices about tools and techniques they use to create their own work. Start to develop their</p>	<p style="text-align: center;"><u>Artists</u> (guidelines only)</p> <p>Jackson Pollock Piet Mondrian Kandinsky Claude Monet Henri Matisse Van Gogh Bridget Riley Pablo Picasso George Seurat Rene Magritte Giuseppe Arcimboldo David Hockney Georgia O’Keeffe Marc Chagall Edvard Much Salvador Dali Paul Cezanne LS Lowry Paul Klee William Turner Andy Warhol Leonardo da Vinci Gustav Klimt F. Hundertwasser</p>

<p>painting, painting on stones, 2D and 3D surfaces.</p> <p>Explore working on different levels – floor, easel, table.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Learn about a few key artists –begin to identify features of their art work and what they find interesting.</p>	<p>Develop language of colours – contribute to class word bank.</p> <p>Explore 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.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p>colours and collect source material for future works.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>own style using tonal contrast and mixed media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Annotate work in sketchbooks</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Raphael Mark Rothko David Tess (texture) Helen Wells (watercolour) Yellena James (watercolour – organic) Freida Kahlo Diego Velázquez Mohammed Ali Aerosol (Graffiti) Nadia Janjua Khalid Shanin El-Salahi Rasheed Araeen (conceptual) Julian Opie (portraits) Yayoi Kusama</p> <hr/> <p>Remember to research and use local artists too!</p>
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Progression of Skills in Printmaking

This *progression of skills in printmaking* document is a guideline to help you think about the printing skills you **teach** children at different stages of Primary School. Ideally, this should be a working document which is added to and adapted throughout the school year by each teacher.

<u>EYFS</u>	<u>Year 1 & 2</u>	<u>Year 3 & 4</u>	<u>Year 5 & 6</u>	<u>Print artists</u>
<p>Printing with found objects, leaves, sponges, bubble wrap, hands, fingers, building bricks.</p> <p>Rubbings of natural and manmade things – leaves, manhole covers, signs etc.</p> <p>Simple one colour monoprints. Drawing with fingers into paint then taking a print off.</p>	<p>Understand how a print differs to other art & design mediums – it can be repeated.</p> <p>Roll ink and begin to understand what makes a successful print (right amount of ink, even coverage on the printing plate, adequate pressure to obtain a good print)</p> <p>Create a printing block using cardboard or art foam. Print one colour. Repeating a print to make a pattern.</p> <p>Explore monoprinting as a technique.</p>	<p>Draw and develop designs for printmaking in sketchbooks.</p> <p>Draw an image onto polystyrene Pressprint/Safeprint and print this using one or two colours.</p> <p>Make and repeat a print applying the right amount of ink, aiming to create several identical prints.</p> <p>Explore monoprinting as a technique.</p>	<p>Research famous/local printmakers and develop a design based on the topic being taught in school.</p> <p>Draw and develop a 2 colour Pressprint design using stencils.</p> <p>Create a collagraph print plate using cardboard, string or natural materials.</p> <p>Explore monoprinting as a technique – experiment with creating different lines and tones by using a variety of drawing implements eg, a sharp pencil, pen, rubbing with fingers and palm of hand.</p>	<p>Andy Warhol (screen printing) Angie Lewin (lino & woodcut) Deborah Harris (lino) Kathe Kollwitz (woodcut) Mark Hearld (lithography) Neil Shigley (Lino portraits) Robert Rauchenberg (screen printing) Mr Brainwash (screen printing) Clare Romano (collagraph) John Ross (collagraph) Rembrandt (etching/mono print) Degas (monoprint) Katie Edwards (silkscreen) Lucian Freud (Lord Goodman 1982 – Etching) Sarah Jameson (monoprint plants) Gail Brodholt (linocut) Anita Klein (lino cut) Mark Pearce (Lino) Alan Stones <u>Gel Printing:</u> -Drew Steinbach -Ana Bondu -Robyn McClendon -Dan Tirels</p>

Progression of Skills in Sculpture

This *progression of skills in sculpture* document is a guideline to help you think about the sculpture skills you **teach** children at different stages of Primary School. Ideally, this should be a working document which is added to and adapted throughout the school year by each teacher.

<u>EYFS</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>	<u>Artists</u>
<p>Mould malleable materials such as clay, playdoh, salt dough, sand and papier mâché.</p> <p>Develop control when using scissors, staplers and clay tools.</p> <p>Identify whether to use glue or Sellotape when joining objects together.</p> <p>Build and construct sculptures using a variety of materials from their imagination and from observation.</p> <p>Choose their own resources and identify their intentions before starting.</p> <p>Look and talk about what they have produced.</p> <p>(Tammy Mcrunizzui)</p>	<p>Manipulate malleable materials in different ways – roll, smooth, squash, carve.</p> <p>Learn about sculptors that work with manmade and natural materials: such as Andy Goldsworthy</p> <p>Roll clay to an even thickness and use tools to impress and apply textures. (clay time)</p> <p>Make a thumb pot</p> <ul style="list-style-type: none"> • Mould a smooth round ball • Use thumbs to create an indentation and mould sides to an even thickness. • Use thumbs to smooth clay. <p>(Kathy Jeffers)</p>	<p>Understand the capabilities of some materials when designing their own work.</p> <p>Develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object.</p> <p>Discuss and learn about the work of sculptors and identify the materials used.</p> <p>Use a range of adhesives appropriately for the task required.</p> <p>Make a coil pot</p> <ul style="list-style-type: none"> • Use dried, unfired clay to make slip (clay glue). • Roll clay into ‘worms’ and use these to create coils of an even thickness. • Join 2 pieces of clay using slip and cross hatching techniques. • Add texture to a malleable material, such as carving into clay. (Louise Goodman, George Baldwin, Jim Irvine, Grayson Perry) 	<p>Create realistic plans based on the knowledge of a material when designing their own work.</p> <p>Develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object.</p> <p>Explore the work of famous or local sculptors as sources of inspiration and used ideas from their work in plans and designs.</p> <p>Discuss and evaluate their own work, identifying both areas of success and ways in which they could develop.</p> <p>Make a slab pot</p> <ul style="list-style-type: none"> • Use a rolling pin and clay guides to roll clay to an equal thickness. • Cut 2D shapes accurately to create a 3D form. • Mix their own slip and join 2 pieces of clay together securely. • Use thumbs to smooth surfaces creating an aesthetic finish. (Craig Underhill) 	<p>Andy Goldsworthy Barbara Hepworth Henri Moore Alexander Calder Anthony Gormley Ron Mueck Jonty Hurwitz Louise Bourgeois Ruth Asawa Niki de Saint Phalle Antoni Gaudi Alberto Giacometti Jeff Koons Robert Bradford Phyllidia Barlow Veronika Richterová Aurora Robson Michelle Lougee Hanoch Piven Clarice Cliff Kathy Jeffers Tammy Marinuzzi Louise Goodman Kate Malone Greyson Perry David Roberts Louise Goodman Jim Irvine Saba Rifat Halima Cassell Rasheed Araeen</p>

Progression of Skills in Textiles

This *progression of skills in textiles* document is a guideline to help you think about the textiles skills you **teach** children at different stages of Primary School. Ideally, this should be a working document which is added to and adapted throughout the school year by each teacher.

<u>EYFS</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>	<u>Artists</u>
<p>Match and sort fabrics and threads based on tactile texture – smooth, soft, silky, bumpy, scratchy.</p> <p>Begin to develop a word bank to describe textures.</p> <p>Weave fabrics and threads around large objects such as a bicycle wheel, posts, fences.</p> <p>Select and glue fabrics of their own choice to create a picture.</p>	<p>Match and sort fabrics and threads for colour, texture, size and shape.</p> <p>Learn different types of textiles such as weaving, collage, sewing, batik, tie dye.</p> <p>Develop weaving skills on 2D surfaces such as using paper strips to create patterns in colour, or on a 3D objects, such as a wire shopping basket.</p> <p>Cut and shape fabrics using scissors.</p> <p>Have a go at threading a needle and join fabric shapes with glue or by stitching.</p> <p>Apply finishing techniques to textiles work such as beads, buttons or threads.</p> <p>Identify what they like about their work.</p>	<p>Use the names of some different fabrics – corduroy, denim, silk, wool etc.</p> <p>Plan a textiles piece based on colours relating to topic areas, eg Africa, landscapes, water etc.</p> <p>Use threads or strips of fabric on a loom to create a weaving from a design.</p> <p>Use vocabulary such as warp and weft when weaving.</p> <p>Explore a variety of techniques such as printing, dyeing, stitching and weaving to produce different textural effects.</p> <p>Bond fibres using wet felting techniques.</p> <p>Thread a needle and pull the thread through to an equal length.</p> <p>Add embellishments to work using different stitches, buttons, bead, sequins etc.</p> <p>Adapt and refine their work.</p>	<p>Make careful selections of fabrics based on its qualities and suitability for the task required.</p> <p>Explore textiles artists for inspiration and plan a textiles piece linked to topic areas.</p> <p>Use a range of techniques eg, printing, weaving, stitching, dyeing, silk painting.</p> <p>Combine techniques to create a final piece such as weaving with dyed wool or stitching onto silk painted canvas.</p> <p>Change threads and fabrics as needed.</p> <p>Thread a needle and tie a knot in the end of the thread.</p> <p>Discuss different textile processes and express feelings about them.</p> <p>Evaluate their work and that of others and explain how to further develop a piece of work.</p>	<p>Kaffe Fassett Indian Embroidery Judith Rowley Nigel Cheney Vanessa Barragao Ana Teresa Barboza Ernesto Neto Tschabalala Isabel Dibden Wright Mister Finch William Morris Hannah Rae Ulla Stina Wikander James Fox (Lancaster) Anna Roth Lucy Sparrow (food) Sudo Reiko Michael Brennand-Wood Jessica Grady Cas Holmes Anne Kelly Healy and Burke (African – Adinkra textiles, Adire cloth, Kente Cloth) Yinka Shonibare Louise Baldwin (recycled) Brianna McCarthy Maurits Sterkenburg (Netherlands) Mariko Kusumoto's</p>

				Susie Monday – applique Bisa Butler Caroline Saxby – mixed media.
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Vocabulary Progression

	EYFS	Year 1	Year 2
Drawing	Pencil Line Dot pattern	Pattern Line Tone Thin Thick Straight Wavy	Media Hatching Cross Hatching
Painting	Colour Primary Paint brush	Texture Colour	Primary colours Secondary colours Colour wheel Lighten Darken Desired effect
3D art	Push Pinch Roll Join sculpture	Cut Join	Contrast Tactile Natural Sculpture Structure Combine

Print	Print Pattern	Print Press Roll Stamp Rub Repeating patterns Overlap Printing block	
Collage	Cut tear		Silhouette Crepe paper Tissue paper Effect Media Combine

	Responding to Artwork Progression		
	EYFS/Reception	Year 1	Year 2
Responding to Art Work	<p>Look at and talk about own work and that of other artists and the techniques they have used, expressing their likes and dislikes. Asking the question what do you see/</p> <p>Begin to express feelings about artwork they look at. Do they like it? Why?</p>	<p>Look at and talk about own work and that of other artists and the techniques they have used, expressing their likes and dislikes.</p> <p>Begin to express feelings about artwork they look at. Do they like it? Why?</p>	<p>Continue to explore the work of a range of artists, describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about artwork they look at. Do they like it? Why? How does it make them feel? Why?</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p>