



## Art Curriculum

Pupils should be inspired and challenged during art and design developing the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should be able to think critically to develop their understanding and appreciate how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils will be taught over a series of lessons which include:

- Revisiting previously taught knowledge and skills;
- Subject Specific Vocabulary;
- Recognise and evaluate the work of an artist;
- Develop knowledge of periods of art;
- The elements of art, eg: line tone, colour texture, shape and form;
- Produce 2D and 3D pieces of their own work;

Art Intent Statement Early Years	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of subject specific vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p><b>Curriculum</b>            Early Years Outcomes are planned and delivered using Chris Quigley Early Years Key Objectives. The progression steps by Paul Carney. (Please see document below for skills progression and vertical links.)            Supported by Focus Learning Challenge Sarah Quinn. Child centred approach to teaching and learning is a cyclical process and includes:</p> <ul style="list-style-type: none"> <li>• Observations,</li> <li>• Analysis of observations</li> <li>• Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps.</li> <li>• Planning experiences and opportunities to support observations and next steps.</li> <li>• This includes what the child’s interest are.</li> <li>• The environment is set up to connect with child’s interests and their learning.</li> </ul> <p><b>Fundamentals</b>            Children represent their own ideas and use what they have learnt.</p> <p><b>Basic Skills</b>            Horizontal links between subjects are explicit during the teaching of art to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p><b>Staff Knowledge</b>            Art lessons are delivered by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their art learning.</p>	<ul style="list-style-type: none"> <li>• To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences</li> <li>• To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time.</li> <li>• To provide a constant set of resources for children to practice and consolidate skills and development in positive terms</li> <li>• To provide appropriate resources to enhance the environment relevant to learning</li> <li>• To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts.</li> <li>• Praising children’s efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved.</li> <li>• Use display to promote and reinforce learning</li> </ul> <ul style="list-style-type: none"> <li>• To provide a wide range of mark making materials</li> <li>• To provide a designated area for painting/printing, collage, clay and drawing for children to self service and experiment with the resources</li> <li>• To teach specific skills related to the aspects of art</li> <li>• To provide images of works of art and stimuli of artists, designers and crafts people</li> <li>• To look at the work of artists, designers and crafts people to talk about it and develop specific vocabulary and vocabulary to support the areas of learning</li> </ul> <p><b>Assessment</b>            There is continuous formative assessment during lessons. Children are involved in the overall assessment of the finished piece of work by evaluating the making, ideas and knowledge used.</p>	<p>Children have the knowledge and skills to work like an artist.</p> <p>Children make sustained progress in art.</p> <p>Children achieve a good level of development.</p>	<p>Ofsted Curriculum research            “Knowledge rich” curriculum and            “Vocabulary is knowledge.”</p> <p>“Closing the Vocabulary Gap” A Quigley.</p> <p>Focus Learning Challenge update</p>

Art Intent Statement KS 1 and KS 2	Implementation	Impact	Research
SDP High priorities: Developing subject specific vocabulary.	Consistent use of subject specific vocabulary.	Revisiting common vocabulary will allow the children to “Know more and remember more”.	
<p><b>Curriculum</b> National Curriculum statutory requirements are planned and delivered using the Focus Learning Challenge Curriculum, Art Express and progression steps by Paul Carney (Please see document below for skills progression and vertical links.)</p> <p><b>Fundamentals</b> Knowledge of art and skills are taught progressively and revisited prior to new learning to develop understanding.</p> <p><b>Basic Skills</b> Horizontal links between subjects are explicit during the teaching of art to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p><b>Staff Knowledge</b> Science lessons are delivered by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their art learning.</p>	<p>In lessons you will see children:</p> <ul style="list-style-type: none"> <li>• Practising their skills and developing knowledge through a wide range activities which are differentiated to meet all needs.</li> <li>• Children will study the work of an artist, a designer or crafts person from different cultures and periods and how they approach the same theme. This will be used as a stimulus for their own individual interpretation.</li> <li>• Children will use a range of materials</li> <li>• Children will be taught relevant techniques and processes.</li> <li>• Opportunities will be given to practice skills and techniques (in sketch books where appropriate).</li> <li>• Imaginary and real life contexts are used. (This may include going to different locations or using artefacts.)</li> <li>• Experimentation with different media.</li> <li>• Using subject specific vocabulary related to the elements of art.</li> <li>• Evaluate art using vocabulary and apply this to their own work.</li> <li>• Individuals produce own piece.</li> </ul> <p><b>Assessment</b> There is continuous formative assessment during lessons.</p>	<p>Children have the knowledge and skills to work like an artist.</p> <p>Children make sustained progress in art.</p> <p>To become confident and creative artists.</p>	<p>Ofsted Curriculum research “Knowledge rich” curriculum and “Vocabulary is knowledge.”</p> <p>“Closing the Vocabulary Gap” A Quigley.</p> <p>Focus Learning Challenge update</p>



## Progression in Art

Sketch books and drawing are used to support the making and generating ideas process.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> <li>• Design and make art</li> <li>• Use a range of materials</li> <li>• Use a range of techniques in colours, lines, shapes, form, pattern and textures.</li> <li>• Share ideas and imagination, experiences thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their drawing?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they draw using pencil and crayons?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they use charcoal, pencil and pastels?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show facial expressions in their drawings?</li> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they write an explanation of their sketch in notes?</li> <li>• Can they use different grades of pencil shade, to show different tones and texture?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to show facial expressions and body language in their sketches?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>• Can they explain why they have combined different tools to create their drawings?</li> <li>• Can they explain why they have chosen specific drawing techniques?</li> </ul>

Sketch books and drawing are used to support the making and generating ideas process.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketch Books		<ul style="list-style-type: none"> <li>A folder of work to show the process.</li> </ul>	<ul style="list-style-type: none"> <li>Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>Can they make notes in their sketch books about techniques used by artists?</li> <li>Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>Can they produce a montage all about themselves?</li> <li>Do they use their sketch books to adapt and improve their original ideas?</li> <li>Do they keep notes about the purpose of their work in their sketch books?</li> </ul>	<ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul>	<ul style="list-style-type: none"> <li>Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> <li>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> </ul>

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Design and make art</li> <li>• Use a range of materials</li> <li>• Use a range of techniques in colours, lines, shapes, form, pattern and textures.</li> <li>• Share ideas and imagination, experiences thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their painting?</li> <li>• Can they create moods in their paintings?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they name the primary and secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use a range of brushes to create different effects?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a range of moods in their paintings?</li> <li>• Can they express their emotions accurately through their painting and sketches?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what their own style is?</li> <li>• Can they use a wide range of techniques in their work?</li> <li>• Can they explain why they have chosen specific painting techniques?</li> </ul>



Vocabulary - Painting

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Colour</u> primary colours	Impressionist <u>Colour</u> secondary colours light/ dark pale/strong <u>Line</u> swirling curved soft/hard	Modern <u>Colour</u> tone detail tint enlarge shade simplify <u>Line</u> outline broad	Influence of Impressionism <u>Colour</u> colour wheel harmonise pigment contrast landmark <u>Line</u> engrave flowing broken splattered oblique spatial	landscape <u>Colour</u> colour related to mood warm cool watercolour pale wash muted subdued <u>Line</u> blurred meandering	Cubism acrylic <u>Colour</u> bright clear radiant intensity <u>Line</u> bold vertical diagonal horizontal tone tonal range <u>space</u> view points	Still Life mixed media composition inanimate objects opulence exotic symbolic <u>Line</u> using vocabulary taught appropriately define –lines to define shape paths of movement  composition arrangement inanimate viewpoint foreground background

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Design and make art</li><li>• Use a range of materials</li><li>• Use a range of techniques in colours, lines, shapes, form, pattern and textures.</li><li>• Share ideas and imagination, experiences thoughts and feelings</li></ul>	<ul style="list-style-type: none"><li>• Can they print with sponges, vegetables and fruit?</li><li>• Can they print onto paper and textile?</li><li>• Can they design their own printing block?</li><li>• Can they create a repeating pattern</li></ul>	<ul style="list-style-type: none"><li>• Can they create a print using pressing, rolling, rubbing and stamping?</li><li>• Can they create a print like a designer?</li></ul>	<ul style="list-style-type: none"><li>• Can they make a printing block?</li><li>• Can they make a 2 colour print?</li></ul>	<ul style="list-style-type: none"><li>• Can they print using at least four colours?</li><li>• Can they create an accurate print design?</li><li>• Can they print onto different materials?</li></ul>	<ul style="list-style-type: none"><li>• Can they print using a number of colours?</li><li>• Can they create an accurate print design that meets a given criteria?</li><li>• Can they print onto different materials?</li></ul>	<ul style="list-style-type: none"><li>• Can they overprint using different colours?</li><li>• Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li></ul>

Printing	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Printing	pattern repeat regular relief print roller	collography	block background rotation	quick print overlay process		

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Design and make art</li> <li>• Use a range of materials</li> <li>• Use a range of techniques in colours, lines, shapes, form, pattern and textures.</li> <li>• Share ideas and imagination, experiences thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a clay pot?</li> <li>• Can they join two finger pots together?</li> <li>• Can they add line and shape to their work?</li> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> <li>• Can they create part of a class patchwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they begin to sculpt clay and other mouldable materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they sculpt clay and other mouldable materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create models on a range of scales?</li> <li>• Can they create work which is open to interpretation by the audience?</li> <li>• Can they include both visual and tactile elements in their work?</li> </ul>

Vocabulary - Sculpture

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

sculpture  
shape  
cut  
roll  
coil  
slip

form  
modelling  
malleable  
spherical

structure  
carving  
natural form  
marquette

layer  
incise  
embellish

construction  
figurative

spatial structures  
poised  
balance  
imbalance  
viewpoint  
direction  
movement  
action

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Design and make art</li> <li>• Use a range of materials</li> <li>• Use a range of techniques in colours, lines, shapes, form, pattern and textures.</li> <li>• Share ideas and imagination, experiences thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> <li>• Can they sort threads and fabrics?</li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>• Can they use repeated patterns in their collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use mosaic?</li> <li>• Can they use montage?</li> <li>• Can they create pop-ups?</li> <li>• Can they use more than one type of stitch?</li> <li>• Can they join fabric together to form a quilt using padding?</li> <li>• Can they use sewing to add detail to a piece of work?</li> <li>• Can they add texture to a piece of work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic?</li> <li>• Can they combine visual and tactile qualities?</li> <li>• Can they use early textile and sewing skills as part of a project?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic to produce a piece of art?</li> <li>• Can they combine visual and tactile qualities to express mood and emotion?</li> <li>• Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they justify the materials they have chosen?</li> <li>• Can they combine pattern, tone and shape?</li> </ul>

Collage and Textiles	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>collage texture pattern</p>	<p>furry silky smooth hard loom warp weft</p>	<p>patchwork repeated pattern tessellation geometric</p>	<p>quilt padding detail</p>	<p>andamento mosaic terrerae</p>	<p>cross stitch back stitch applique embroidery</p>	<p>Batik waxy illusion of... negative shapes in relation to form. tjanting wax pot polycotton</p>

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they use tools like fill and brushes in a painting package?</li> <li>• Can they go back and change their picture?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a picture independently?</li> <li>• Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>• Can they edit their own work?</li> <li>• Can they take different photographs of themselves displaying different moods?</li> <li>• Can they change their photographic images on a computer?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>• Can they use the web to research an artist or style of art?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they present a collection of their work on a slide show?</li> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they use software packages to create pieces of digital art to design.</li> <li>• Can they create a piece of art which can be used as part of a wider presentation?</li> </ul>



Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise and name a range of artists and cultures</li> <li>Look at how different artists approach the same theme.</li> <li>Describe their own art</li> <li>Give advice to others using famous art to help their own.</li> </ul>	<ul style="list-style-type: none"> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>Can they link colours to natural and man-made objects?</li> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>Can they use the web to research an artist or style of art?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Can they explain art from other periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make a record about the styles and qualities in their work?</li> <li>Can they say what their work is influenced by?</li> <li>Can they include technical aspects in their work, e.g. architectural design?</li> </ul>



## Art in the Early Years

# Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p><b>Making Relationships</b> Play cooperatively Form positive relationships</p> <p><b>Self Confidence and self-awareness</b> Try new activities with confidence Speak to others Ask for help</p> <p><b>Managing feelings and behaviour</b> Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p><b>Listening and attention</b> Listen attentively Listen to stories Anticipate key events Make relevant responses – appropriate response Give attention to others</p> <p><b>Understanding</b> Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p><b>Speaking</b> Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p><b>Moving and handling</b> Show good coordination (large and small scale) Move confidently Negotiate space</p> <p><b>Handle equipment and tools</b></p> <p><b>Health and self-care</b> Understand the importance of exercise and diet for good health Basic hygiene</p>	<p><b>Reading</b> Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p><b>Writing</b> Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p><b>Numbers</b> Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p><b>Shape, space and measure</b> Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p><b>People and communities</b> Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p><b>The world</b> Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p><b>Technology</b> Recognise the uses of technology Select technology for a purpose</p>	<p><b>Exploring and using media and materials</b> Make music and dance Experiment with colour etc.</p> <p><b>Being imaginative</b> Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

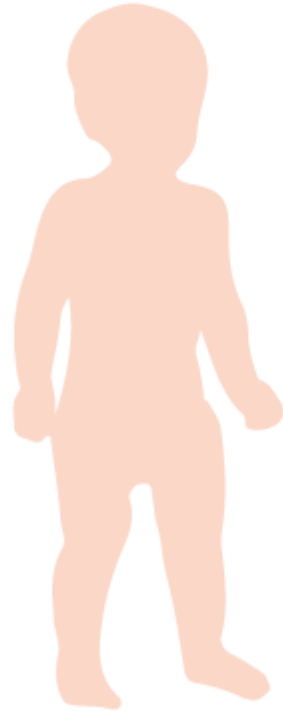
# Early Years Outcomes

## Exploring and using media materials

Use tools and materials safely

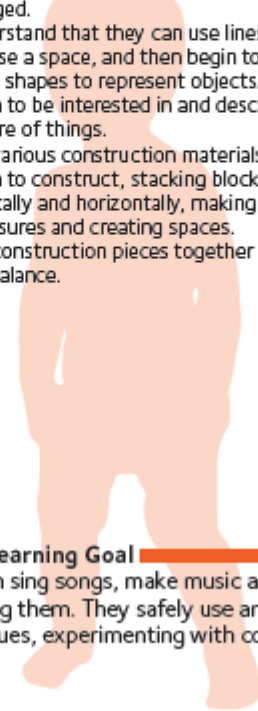
22–36 months

- Experiment with blocks, colours and marks.



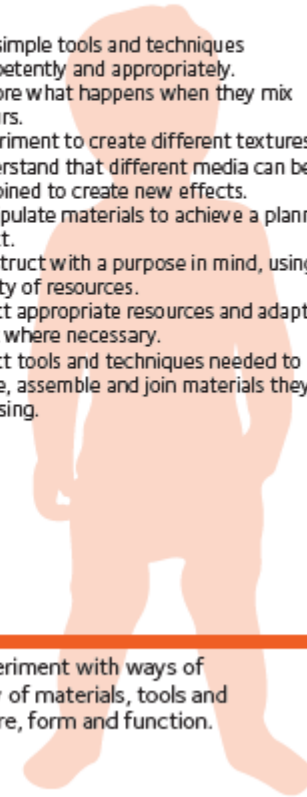
30–50 months

- Realise tools can be used for a purpose.
- Explore colour and how colours can be changed.
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Use various construction materials.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.



40–60+ months

- Use simple tools and techniques competently and appropriately.
- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

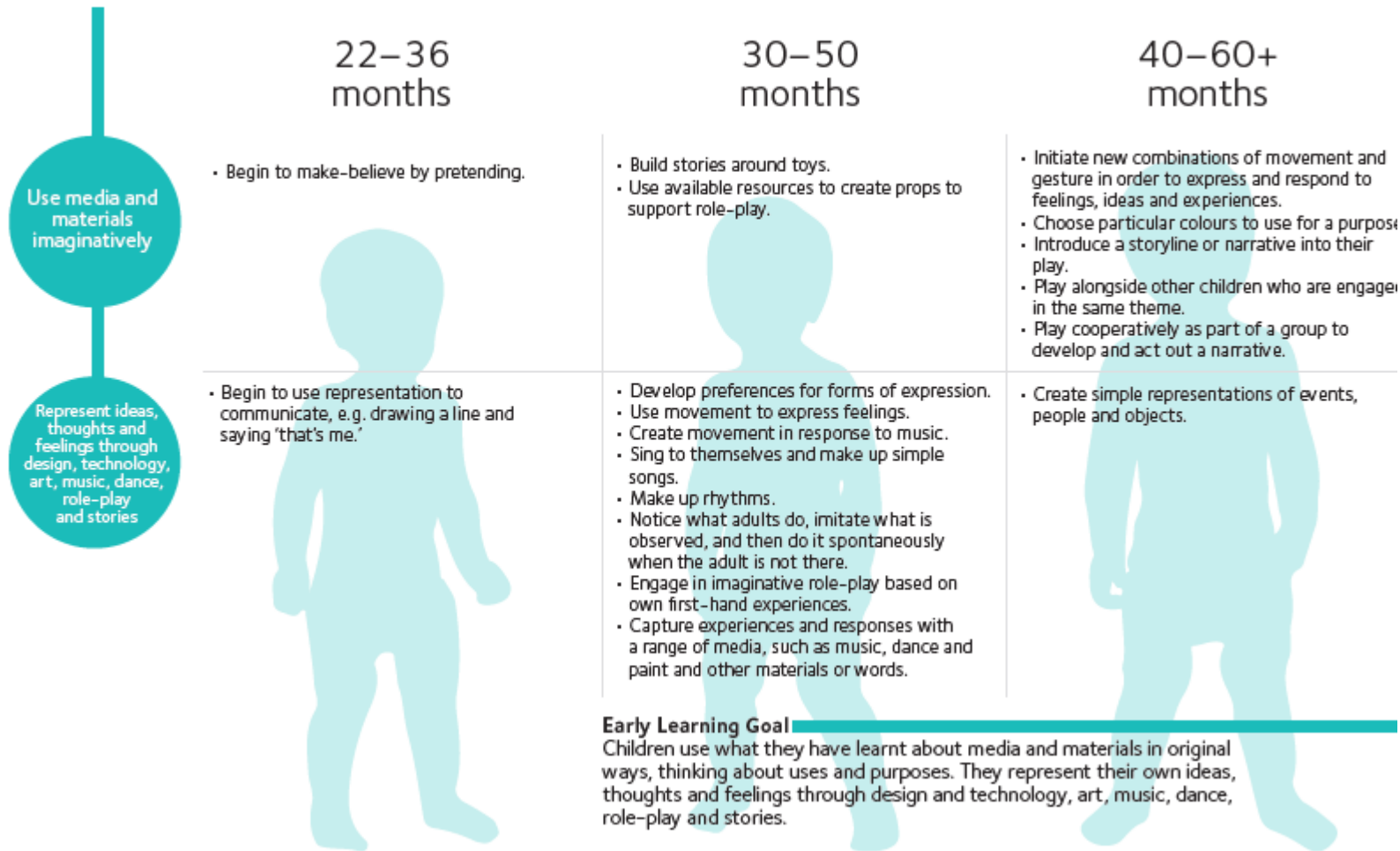


### Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

# Early Years Outcomes

## Being imaginative



### Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

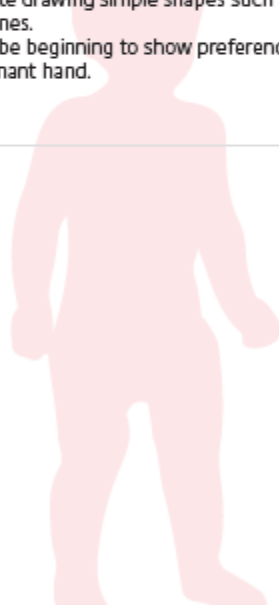
# Early Years Outcomes

## Moving and handling

Handle equipment and tools

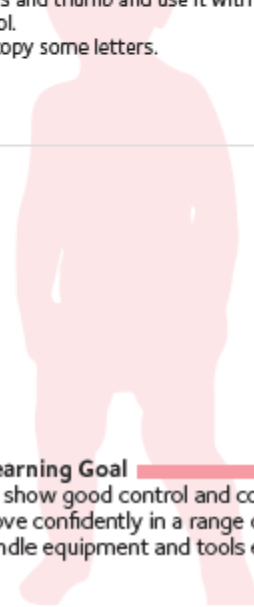
22–36 months

- Turn pages in a book, sometimes several at once.
- Show control in holding and using jugs, hammers, books and mark-making tools.
- Begin to use three fingers (tripod grip) to hold writing tools.
- Imitate drawing simple shapes such as circles and lines.
- May be beginning to show preference for dominant hand.



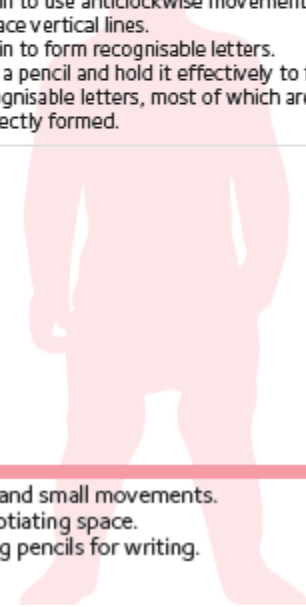
30–50 months

- Draw lines and circles using gross motor movements.
- Use one-handed tools and equipment.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold pencil near point between first two fingers and thumb and use it with good control.
- Can copy some letters.



40–60+ months

- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.



### Early Learning Goal

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



## Art Overview

## Gawthorpe Community Academy Art Curriculum Overview

	Autumn		Spring		Summer
<b>Early Years</b>	Painting - Mixing powder paint consistency. Mark Rothko, Sculpture – squashing + squeezing, rolling + pinching Collage – basic level join , mid level join	Printing Christmas Cards  Mono	Painting – mixing powder paint Imagination -Joan Miro Printing – congruence Terry Frost Sculpture – using tools and marks on clay Collage – advance level join		Painting – representational Rouseau Printing – mixed media cultural art Sculpture – pressing with clay Collage – natural art Andy Goldsworthy
<b>Year 1</b>	Sculpture <ul style="list-style-type: none"> <li>Cut, roll and coil</li> <li>Look at the works of a potter</li> <li>Joshua Wedgwood</li> </ul>	Printing Christmas Cards repeating patterns from a block	Textiles & collage <ul style="list-style-type: none"> <li>Cut, tear paper, gather materials for what they need</li> <li>Group weaving</li> <li>Henri Matisse</li> </ul>		Painting <ul style="list-style-type: none"> <li>Fishing boats at Saintes</li> <li>Mood and secondary colours</li> <li>Powder</li> <li>Van Gough, 1853-1890</li> <li>Post Impressionist</li> <li>George Bellows</li> </ul>
<b>Year 2</b>	Painting <ul style="list-style-type: none"> <li>Poppies</li> <li>Create secondary colours, tint and tone</li> <li>Powder</li> <li>Georgia O'Keefe</li> <li>1887-1986</li> </ul>	Printing Christmas Cards collography	Textiles & Collage <ul style="list-style-type: none"> <li>Glue and stitch fabric</li> <li>Class patchwork</li> <li>Repeated patterns</li> <li>Mondrian</li> </ul>		Sculpture <ul style="list-style-type: none"> <li>Pull out from a piece of clay</li> <li>Animal sculptures</li> <li>Henry Moore</li> <li>Niki de Saint Phalle 1983</li> </ul>
<b>Year 3</b>	Mixed Media <ul style="list-style-type: none"> <li>Famous landmarks</li> <li>Mount Fuji</li> <li>Katsushika Hokusai</li> </ul>	Printing Christmas Cards Make a block, 2 colours + background	Sculpture <ul style="list-style-type: none"> <li>Stig figures</li> <li>Setting for figures</li> <li>Family of Man</li> <li>Barbara Hepworth</li> </ul>	Painting <ul style="list-style-type: none"> <li>Cave Painting</li> <li>Colour Wheel, background wash</li> <li>Mixed Media</li> <li>The Lascaux</li> </ul>	Textiles & Collage <ul style="list-style-type: none"> <li>Quilt using padding, detail and texture</li> <li>Klint</li> </ul>
<b>Year 4</b>	Painting <ul style="list-style-type: none"> <li>Moods and feelings, shading</li> <li>Watercolour</li> <li>Claude Monet</li> </ul>	Printing Christmas Cards Quick print 3 colours + background	Textile & Collage <ul style="list-style-type: none"> <li>Pompeii</li> <li>Mosaic</li> <li>Antoni Gaudi</li> </ul>		Sculpture <ul style="list-style-type: none"> <li>Design and make 3D form</li> <li>Masks</li> <li>Tribal art</li> <li>Benin Empire</li> <li>Carnival – links to Maypole</li> </ul>
<b>Year 5</b>	Painting <ul style="list-style-type: none"> <li>Acrylics</li> <li>Emotions</li> <li>Pablo Picasso</li> </ul>	Printing Christmas Cards Accuracy using aluminium	Textiles & Collage <ul style="list-style-type: none"> <li>Cross stitch, back stitch, applique and embroidery</li> <li>Rainforest</li> </ul>		Sculpture <ul style="list-style-type: none"> <li>Clay heads</li> <li>Robert Sweeny</li> </ul>
<b>Year 6</b>	Painting <ul style="list-style-type: none"> <li>Still life</li> <li>Willem Kalf</li> </ul>		Sculpture <ul style="list-style-type: none"> <li>Wire figures,</li> <li>Anthony Gormley</li> </ul>		Textiles & Collage <ul style="list-style-type: none"> <li>Batik</li> </ul>



# Focus Learning Challenge

Art

## National Curriculum Requirements of Art & Design at Key Stage 1

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 wider 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.

# Knowledge, Skills and Understanding breakdown for Art

## Year 1

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their drawing?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they draw using pencil and crayons?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their painting?</li> <li>• Can they create moods in their paintings?</li> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they name the primary and secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print with sponges, vegetables and fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> <li>• Can they create a repeating pattern?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they sort threads and fabrics?</li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a simple painting program to create a picture?</li> <li>• Can they use tools like fill and brushes in a painting package?</li> <li>• Can they go back and change their picture?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>• Can they ask sensible questions about a piece of art?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Art

## Year 2

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they use charcoal, pencil and pastels?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Can they make a clay pot?</li> <li>• Can they join two finger pots together?</li> <li>• Can they add line and shape to their work?</li> <li>• Can they join fabric using glue?</li> <li>• Can they sew fabrics together?</li> <li>• Can they create part of a class patchwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>• Can they use repeated patterns in their collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a picture independently?</li> <li>• Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>• Can they edit their own work?</li> <li>• Can they take different photographs of themselves displaying different moods?</li> <li>• Can they change their photographic images on a computer?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they link colours to natural and man-made objects?</li> <li>• Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>• Can they create a piece of work in response to another artist's work?</li> </ul>

## National Curriculum Requirements of Art at Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create 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 (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

# Knowledge, Skills and Understanding breakdown for Art

## Year 3

### Drawing

- Can they show facial expressions in their drawings?
- Can they use their sketches to produce a final piece of work?
- Can they write an explanation of their sketch in notes?
- Can they use different grades of pencil shade, to show different tones and texture?

### Painting

- Can they predict with accuracy the colours that they mix?
- Do they know where each of the primary and secondary colours sits on the colour wheel?
- Can they create a background using a wash?
- Can they use a range of brushes to create different effects?

### Printing

- Can they make a printing block?
- Can they make a 2 colour print?

### Sketch books

- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?

### 3D/ Textiles

- Can they add onto their work to create texture and shape?
- Can they work with life size materials?
- Can they create pop-ups?
- Can they use more than one type of stitch?
- Can they join fabric together to form a quilt using padding?
- Can they use sewing to add detail to a piece of work?
- Can they add texture to a piece of work?

### Collage

- Can they cut very accurately?
- Can they overlap materials?
- Can they experiment using different colours?
- Can they use mosaic?
- Can they use montage?

### Use of IT

- Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
- Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?
- Can they use the web to research an artist or style of art?

### Knowledge

- Can they compare the work of different artists?
- Can they explore work from other cultures?
- Can they explore work from other periods of time?
- Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

# Knowledge, Skills and Understanding breakdown for Art

## Year 4

### Drawing

- Can they begin to show facial expressions and body language in their sketches?
- Can they identify and draw simple objects, and use marks and lines to produce texture?
- Can they organise line, tone, shape and colour to represent figures and forms in movement?
- Can they show reflections?
- Can they explain why they have chosen specific materials to draw with?

### Painting

- Can they create all the colours they need?
- Can they create mood in their paintings?
- Do they successfully use shading to create mood and feeling?

### Printing

- Can they print using at least four colours?
- Can they create an accurate print design?
- Can they print onto different materials?

### Sketch books

- Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?
- Can they produce a montage all about themselves?
- Do they use their sketch books to adapt and improve their original ideas?
- Do they keep notes about the purpose of their work in their sketch books?

### 3D/ Textiles

- Do they experiment with and combine materials and processes to design and make 3D form?
- Can they begin to sculpt clay and other mouldable materials?
- Can they use early textile and sewing skills as part of a project?

### Collage

- Can they use ceramic mosaic?
- Can they combine visual and tactile qualities?

### Use of IT

- Can they present a collection of their work on a slide show?
- Can they create a piece of art work which includes the integration of digital images they have taken?
- Can they combine graphics and text based on their research?

### Knowledge

- Can they experiment with different styles which artists have used?
- Can they explain art from other periods of history?

# Knowledge, Skills and Understanding breakdown for Art

## Year 5

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a range of moods in their paintings?</li> <li>• Can they express their emotions accurately through their painting and sketches?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print using a number of colours?</li> <li>• Can they create an accurate print design that meets a given criteria?</li> <li>• Can they print onto different materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>• Do they use their sketch books to compare and discuss ideas with others?</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they sculpt clay and other mouldable materials?</li> <li>• Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic to produce a piece of art?</li> <li>• Can they combine visual and tactile qualities to express mood and emotion?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</li> </ul>



# Knowledge, Skills and Understanding breakdown for Art

## Year 6

### Drawing

- Do their sketches communicate emotions and a sense of self with accuracy and imagination?
- Can they explain why they have combined different tools to create their drawings?
- Can they explain why they have chosen specific drawing techniques?

### Painting

- Can they explain what their own style is?
- Can they use a wide range of techniques in their work?
- Can they explain why they have chosen specific painting techniques?

### Printing

- Can they overprint using different colours?
- Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?

### Sketch books

- Do their sketch books contain detailed notes, and quotes explaining about items?
- Do they compare their methods to those of others and keep notes in their sketch books?
- Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.
- Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?

### 3D/ Textiles

- Can they create models on a range of scales?
- Can they create work which is open to interpretation by the audience?
- Can they include both visual and tactile elements in their work?

### Collage

- Can they justify the materials they have chosen?
- Can they combine pattern, tone and shape?

### Use of IT

- Do they use software packages to create pieces of digital art to design.
- Can they create a piece of art which can be used as part of a wider presentation?

### Knowledge

- Can they make a record about the styles and qualities in their work?
- Can they say what their work is influenced by?
- Can they include technical aspects in their work, e.g. architectural design?