



### Level Expected at the End of EYFS

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

### Key Stage 1 National Curriculum Expectations

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.

### Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to 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 [for example, pencil, charcoal, paint, clay];

about great artists, architects and designers in history.

**The national curriculum for art and design aims to ensure that all pupils by the end of year 6:**

- 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.

### Practical Knowledge:

I can use drawing, painting, sculpture and other media to share my ideas, experiences and imagination.



In **drawing**, children learn the concepts of line, shape and form using different media, such as pencil, ink, pastels and other drawing media. Pupils learn drawing-specific meaning for line, colour, form and shape (receptive expertise). As well as how to use colour and generate form (productive expertise).

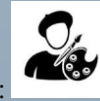
In **painting**, children learn concepts such as colour mixing, colour meanings and emotions, and different media such as water colours and acrylic paint. They learn elements of shape, colour, form and value (receptive expertise).

They also learn how to mix colours, use complementary or contrasting colours, create shape and form (productive expertise).

In **sculpture**, children learn concepts such as form and space and key terminology to manipulate materials. They learn the meaning of shape and form and how 3D forms occupy space (receptive expertise) and how to join elements, carve or incise surface detail (productive expertise).

## Art Knowledge

### Theoretical Knowledge:



Artists, craft makers and designers:

Children will develop an understanding of the history of art. They will study how different artists have applied their component knowledge of different materials and processes to communicate ideas and how this has changed over time. Children will learn about significant artists, pieces of artwork and artistic movements.



Linking theory to practical knowledge:

Children will use their knowledge of the forms and conventions of past art to reflect their own drawing techniques and craft skills. They will discuss their own artistic influences and compare artwork.

### Disciplinary Knowledge:



Through disciplinary knowledge, our children will learn how to think and talk like an artist:

They will ask questions about art pieces, consider how artists have drawn attention to the influences of art, identify different practices and industries linked to art and explore how critics judge and evaluate art.

The formal elements of art and design are taught through the key concepts:

**Line:** Creating marks on a surface consisting of straight or curved lines.

**Shape:** An element of art that is a two-dimensional area that is defined in some way.

**Form:** An element that refers to three-dimensional objects. Form is fundamental in sculpture and other decorative arts.

**Tone:** The lightness or darkness of something. Tints and shades describe the tone. (Tints are colours where a hue is added to a white. Shades are colours where black is added to a hue).

**Colour:** Learning about colours including primary and secondary colours, using colour for description, emotions and mood. Understanding colour theory.

**Texture:** The surface quality of something. The way that it feels or looks like it feels.

**Pattern:** A design created by repeating other formal elements.




## Art in the EYFS

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe' Development Matters




'...Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation; provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking; and requires time, space and opportunities to re-visit and reflect on experiences...' Birth to Five Matters

Development Matters	Early Learning Goals	How this is achieved in the EYFS...	By the end of the EYFS, learners will know...	Key vocabulary
<p><b>Expressive Arts &amp; Design</b></p> <ul style="list-style-type: none"> <li>● Explore and refine a variety of artistic effects to express their ideas and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas and resources.</li> </ul>	<p><b>Expressive Arts &amp; Design: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>● Safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</li> <li>● Share their creations, explaining the process they used.</li> </ul> <p><b>Communication &amp; Language: Speaking</b></p> <ul style="list-style-type: none"> <li>● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>Physical Development: Fine Motor</b></p> <ul style="list-style-type: none"> <li>● Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>● Begin to show accuracy and care when drawing.</li> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<ul style="list-style-type: none"> <li>● A range of art resources are available within the classroom for learners to access both independently &amp; with an adult. These include watercolours, clay and clay tools, paintbrushes, pastels, crayons, chinks, various papers and other artistic materials.</li> <li>● Children can self-select a range of tools &amp; materials within continuous provision such as scissors, tweezers, sellotape, string, glue, split pins, staplers, hole punches.</li> <li>● Children are encouraged to talk about what they like about their work &amp; others' designs &amp; how they would improve</li> </ul>	<ul style="list-style-type: none"> <li>● I know how to talk about different artists and can reflect on their work.</li> <li>● I know how to use watercolours.</li> <li>● I know how to create a wax resist piece of art using pastels and a watercolour wash.</li> <li>● I know how to create a print using polystyrene, a roller and printing ink.</li> <li>● I know how to make charcoal on the fire.</li> <li>● I can draw a realistic flower.</li> <li>● I can add white paint to make a lighter shade black paint to make a darker shade.</li> <li>● I can mix primary colours to create secondary colours.</li> </ul>	<p><b>Artist, colour, shade, smudge, blend, mix, charcoal, materials, explore, realistic, roll scrape, create, creation, wet felting, notice, details</b></p>




## Year 1 Art Curriculum

Year 1	Autumn 2 <b>How and why do we share stories?</b> Art: Can I create a self-portrait?	Spring 2 <b>Who is the giant of Sky?</b> Art: Can I paint a landscape?	Summer 2 <b>What animals are local to us?</b> Art: Can I create a sculpture using natural materials?
Concepts:			
Components:	<ul style="list-style-type: none"> <li>➤ C1: Can I talk about my likes and dislikes of self-portraits from other artists? (Van Gogh and Rembrandt)</li> <li>➤ C2: Can I create a pencil sketch of a nose using lines?</li> <li>➤ C3: Can I create a pencil sketch of a mouth using lines?</li> <li>➤ C4: Can I create a pencil sketch of an ear using lines?</li> <li>➤ C5: Can I create a pencil sketch of an eye using lines?</li> <li>➤ C6: Can I create my self-portrait?</li> <li>➤ C7: Can I ask questions and explore abstract self-portraits using different media? (Picasso)</li> <li>➤ C8: Can I create my self-portrait using a different media? (Picasso influence)</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I explore the life and work of artist, Ted Harrison?</li> <li>➤ C2: Can I photograph a landscape?</li> <li>➤ C3: Can I talk about the colour wheel and match colours to it?</li> <li>➤ C4: Can I name the primary colours?</li> <li>➤ C5: Can I name the secondary colours and make them?</li> <li>➤ C6: Can I name and create tertiary colours?</li> <li>➤ C7: Can I draw my own landscape inspired by Ted Harrison?</li> <li>➤ C8: Can I select appropriate colours to make and use new techniques to add them to my landscape?</li> <li>➤ C9: Can I talk about my landscape picture and explain my choices?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I explore the work and materials used by Andy Goldsworthy?</li> <li>➤ C2: Can I compare Andy Goldsworthy's work with sculptor Richard Long?</li> <li>➤ C3: Can I use colours in natural sculptures?</li> <li>➤ C4: Can I use shape in natural sculpture?</li> <li>➤ C5: Can I design my own natural sculpture?</li> <li>➤ C6: Can I create my own natural sculpture?</li> <li>➤ C7: Can I evaluate my sculpture?</li> </ul>
Assessment Checkpoints:	<ul style="list-style-type: none"> <li>✓ Show control of a pencil to draw a self-portrait.</li> <li>✓ Give a personal viewpoint on art.</li> <li>✓ Show progress in how to draw a self-portrait.</li> <li>✓ Talk about different types of media (oils, pastels, chalk).</li> <li>✓ Select an appropriate media to create an abstract self-portrait.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall primary and secondary colours.</li> <li>✓ Mix paints to make different colours.</li> <li>✓ Explore different mark making techniques with paint.</li> <li>✓ Describe the techniques used in my art.</li> <li>✓ Talk about the work of Ted Harrison and compare with my own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and describe sculpture.</li> <li>✓ Recall a famous sculpture.</li> <li>✓ Compare the work of two artists and give own opinion.</li> <li>✓ Create a mood board for a sculpture plan.</li> <li>✓ Manipulate natural materials to create different shapes for my sculpture.</li> </ul>




## Year 2 Art Curriculum

Year 2	Autumn 2 <b>How did London adapt after the Great Fire?</b> Art: Can I draw the London skyline?	Spring 2 <b>How can our actions make a difference?</b> Art: Can I explore how colour can convey emotion in a self-portrait?	Summer 2 <b>Can we go on a seaside holiday journey through time?</b> Art: Can I create a seaside sculpture using recycled materials?
Concepts:			
Components:	<ul style="list-style-type: none"> <li>➤ C1: Can I evaluate cityscapes from artists and talk about my likes and dislikes? (Paul Kenton, Andrew Martin &amp; John Curtis)</li> <li>➤ C2: Can I create charcoal pencils?</li> <li>➤ C3: Can I explore line drawing with charcoal and pencil?</li> <li>➤ C4: Can I draw a cityscape?</li> <li>➤ C5: Can I draw a cityscape of the London skyline?</li> <li>➤ C6: Can I evaluate my work?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I compare and contrast famous self-portraits and consider the emotions that they convey? (Frida Kahlo, Henri Matisse, Vicent Van Gogh)</li> <li>➤ C2: Can I use colour to convey emotions?</li> <li>➤ C3: Can I recall primary and secondary colours?</li> <li>➤ C4: Can I investigate different types of paints and the colours that they create? (watercolours vs poster paints).</li> <li>➤ C5: Can I draw carefully in line form from observation, positioning marks and features with some care?</li> <li>➤ C6: Can I use colour to express emotions?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: What is a sculpture?</li> <li>➤ C2: Can I explore sculptures that represent an environmental issue around Eden?</li> <li>➤ C3: Can I explore the work of Barbra Hepworth and compare with other sculptures?</li> <li>➤ C4: What is recycled art?</li> <li>➤ C5: Can I design a recycled art sculpture?</li> <li>➤ C6: Can I explore how to join different materials?</li> <li>➤ C7: Can I make a sculpture using recycled materials?</li> </ul>
Assessment Checkpoints:	<ul style="list-style-type: none"> <li>✓ Talk about colour and shapes that artists have used in their work.</li> <li>✓ Compare the work of other artists.</li> <li>✓ Give an opinion.</li> <li>✓ Explore line drawing, shape and tone using different media (charcoal and pencil).</li> <li>✓ Take inspiration from other artists and London images to create a London skyline picture.</li> <li>✓ To use charcoal and pencil shading to create tone and shading in my artwork.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know the style of artists – Frida Kahlo, Henri Matisse, Van Gogh.</li> <li>✓ Give opinions on different artists and their artwork.</li> <li>✓ Experiment with mark making using pencils.</li> <li>✓ Understand how colours can express emotions and mood and explain colour choices.</li> <li>✓ Use marked lines to add features with some precision.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and describe sculpture.</li> <li>✓ Recall a famous sculpture and sculptures in our local environment.</li> <li>✓ Explain why some sculptures are created to share an issue for our planet.</li> <li>✓ Explain what recycled art is.</li> <li>✓ Talk about different ways of joining materials.</li> <li>✓ Manipulate and join recycled materials to create a seaside sculpture.</li> </ul>




## Year 3 Art Curriculum

Year 3	Autumn 2 <b>What makes the Earth explode?</b> Art: Can I create an image and sculpture of a wave?	Spring 2 <b>What will we learn on our rainforest adventure?</b> Art: Can I create rainforest artwork?	Summer 2 <b>How can we identify native trees through the seasons?</b> Art: Can I draw fruits and vegetables grown locally?
Concepts:			
Components:	<ul style="list-style-type: none"> <li>➤ C1: How do artists show movement in their art?</li> <li>➤ C2: Can I use a range of mark making techniques to show movement?</li> <li>➤ C3: Can I explore the Great Wave off Kanagawa by Hokusai and Waves Breaking Against the Wind by JMW Turner considering how they create movement in waves?</li> <li>➤ C4: What is a sculpture?</li> <li>➤ C5: Can I explore the work of Andrew Sinclair? (Compare textured and smooth sculptures)</li> <li>➤ C6: Can I design a sculpture to represent waves?</li> <li>➤ C7: Can I use Modroc to create my sculpture?</li> <li>➤ C8: Can I use paint to add colour to my sculpture?</li> <li>➤ C9: Can I evaluate my artwork?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I find out about, compare and analyse the work of famous rainforest artists? (<b>Henri Rousseau, John Dyer, Nixiwaka Yawanawa.</b>)</li> <li>➤ C2: Can I investigate the key principles of colour theory?</li> <li>➤ C3: Can I explore shades, textures and colours of the rainforest?</li> <li>➤ C4: Can I observe and sketch a variety of leaves? (organic and geometric shapes, different line styles and tones).</li> <li>➤ C5: Can I create a collage using rainforests as inspiration? (Use frottage for texture).</li> <li>➤ C6: Can I use different painting techniques to paint a rainforest?</li> <li>➤ C7: Can I print my rainforest image?</li> <li>➤ C7: Can I evaluate my own and others' artwork?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: What is an observational drawing?</li> <li>➤ C2: Can I ask questions about artwork?</li> <li>➤ C3: What techniques did Caravaggio for his realistic images? (light, shading, texture)</li> <li>➤ C4: Can I explore techniques to create texture?</li> <li>➤ C5: Can I use techniques to create 3D shapes?</li> <li>➤ C6: Can I create a 3D drawing of a fruit or vegetable using techniques that I have learnt?</li> <li>➤ C7: Can I evaluate and improve my artwork?</li> <li>➤ C8: Can I explore the work of Giuseppe Arcimboldo and consider what critics think of his art?</li> <li>➤ C9: Can I make a portrait using a fruit collage in the style of Arcimboldo?</li> <li>➤ C10: Which piece of artwork do I prefer and why?</li> </ul>
Assessment Checkpoints:	<ul style="list-style-type: none"> <li>✓ To use lines to create movement and textures.</li> <li>✓ To develop brush control.</li> <li>✓ To block in colour with blending or stippling.</li> <li>✓ To use a spatter technique for details.</li> <li>✓ Identify and select textures.</li> <li>✓ Select suitable textures.</li> <li>✓ Adhere pieces of Modroc to a structure.</li> <li>✓ Use tools and fingers to smooth or add texture to sculpture.</li> <li>✓ Decorate sculpture with painting techniques.</li> <li>✓ Allow for sufficient surface area to support weight of sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss the different techniques that artists use.</li> <li>✓ Explain the key principles of colour theory.</li> <li>✓ Create a colour palette suitable for a rainforest.</li> <li>✓ Try different painting techniques.</li> <li>✓ Create textures on paper to use for a collage.</li> <li>✓ Show evidence of a range of orientations and techniques when sticking.</li> <li>✓ Produce a final piece that resembles the original illustration.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore the work of different artists.</li> <li>✓ Know techniques which show texture when drawing.</li> <li>✓ Know techniques to create 3D shapes in drawing.</li> <li>✓ Select shapes and colours carefully to create a collage inspired by Arcimboldo.</li> </ul>




## Year 4 Art Curriculum

Year 4	Autumn 1 <b>What can we learn from the Ancient Greeks?</b> <b>Art: Can I create a drawing of Greek architecture?</b>	Autumn 2 <b>What makes Cornwall unique?</b> <b>Art: Can I use art to respond to nature and the planet?</b>	Summer 2 <b>From source to sea: what journey does a river take?</b> <b>Art: Can I create a sculpture of a 3D insect?</b>
Concepts:			
Components:	<ul style="list-style-type: none"> <li>➤ C1: What are the significant features of Ancient Greek buildings?</li> <li>➤ C2: How can we use lines to draw the different columns?</li> <li>➤ C3: Can we draw the Parthenon by sketching lines?</li> <li>➤ C4: Can we evaluate and improve our drawings?</li> <li>➤ C5: Can we create a background for a collage of Greek architecture using different colours to make layers in the landscape?</li> <li>➤ C6: Can we use different media (cotton buds, paper straws, card) to make columns and roof for a building?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Drawing natural forms in an abstract style.</li> <li>➤ C2: Can I use art to respond to environmental challenges?</li> <li>➤ C3: Can I identify and record a range of natural and man-made textures and capture these textures using photography?</li> <li>➤ C4: Can I use artwork to express how nature recovers and heals?</li> <li>➤ C5: Can I use creativity and design to imagine hopeful futures for the people and the planet? Using line drawings and painting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I explore and compare the works of: Louise Bourgeois and Jennifer Angus?</li> <li>➤ C2: Can I consider what techniques I would like to use in my own sculpture as inspiration?</li> <li>➤ C3: Can I explore different types of materials that I could use to create an insect sculpture? (wire, pipe cleaners, sticks, etc.)</li> <li>➤ C4: Can I design my insect sculpture?</li> <li>➤ C5: Can I use relief work as a sculptural technique?</li> <li>➤ C6: Can I create my sculpture taking inspiration from Louise Bourgeois?</li> <li>➤ C7: Can I display my sculpture as an installation?</li> <li>➤ C8: Can I evaluate my sculpture?</li> </ul>
Assessment Checkpoints:	<ul style="list-style-type: none"> <li>✓ Name the key features found in Greek architecture: column, capital, frieze, pediment, and propylaea.</li> <li>✓ Explore using different line drawing techniques to draw the different column designs.</li> <li>✓ Add lines and shading for design details in drawing.</li> <li>✓ Demonstrate how designs must be simplified when creating collages.</li> <li>✓ Place collage materials accurately and deliberately.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To rearrange shapes and lines to create abstract images.</li> <li>✓ To discuss how artists make us think and feel emotionally about their work.</li> <li>✓ To use notes and sketches to record our research and ideas.</li> <li>✓ To use photography skills like zoom and composition to capture detailed textures for artwork.</li> <li>✓ To use line drawing and painting skills to create a design for a greener future.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe the work of other artists using artistic and technical vocabulary.</li> <li>✓ Select appropriate materials to apply taught techniques to construct 3D shapes.</li> <li>✓ Develop form by manipulating media to create 3D shapes.</li> <li>✓ Make anatomically correct sketches of insects and represent these in 3D.</li> <li>✓ Articulate your thoughts and feelings about your work and use of techniques.</li> </ul>

## Year 5 Art Curriculum

Year 5	Autumn 1 <b>What was the impact of invaders and settlers?</b> <b>Art: Can I draw in the style of Banksy?</b>	Spring 2 <b>How can we protect our local wildlife?</b> <b>Art: Can I create botanical artwork?</b>	Summer 1 <b>How were our white pyramids created?</b> <b>Art: Can I design and create a clay sculpture?</b>
Concepts:			
Components:	<ul style="list-style-type: none"> <li>➤ C1: Can I give detailed observations about the work of great artists in history and make comparisons across different styles and approaches? (Banksy, Julian Opie).</li> <li>➤ C2: Can I explore the meaning of some of Banksy's graffiti and ask questions about it?</li> <li>➤ C3: Can I explore how colour can convey emotions?</li> <li>➤ C4: Can I design and create a graffiti tag?</li> <li>➤ C5: Can I draw an image of a person, selecting colour to convey emotion?</li> <li>➤ C6: Can I use printing techniques to create a graffiti tag that conveys a message?</li> <li>➤ C7: Can I evaluate the success of my artwork?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I explore the life and artwork of Margaret Mee?</li> <li>➤ C2: Can I explore the life and artwork of Victorian botanical artist Marianne North and compare with Margaret Mee?</li> <li>➤ C3: Can I explore and compare the artwork of Georgia O'Keefe?</li> <li>➤ C3: Can I learn to blend colours using a range of media?</li> <li>➤ C3: Can I mix watercolours to create my own artists board?</li> <li>➤ C4: Can I use watercolours to paint an observational painting of a flower?</li> <li>➤ C5: Can I use oil pastels to create a picture of a flower in the style of Georgia O'Keefe?</li> <li>➤ C6: Can I compare the use of different media and select which one I prefer?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I recap the work of Barbara Hepworth from Year 2, and compare her work with other sculptural artists? <b>Heather Knight, Mark Wallinger</b></li> <li>➤ C2: Can I draw from observation and show that objects have a third dimension?</li> <li>➤ C3: Can I manipulate clay to make a 3D pot in the style of Heather Knight?</li> <li>➤ C4: Can I work with a range of malleable media (papier Mache, salt dough, clay) to create a sculpture inspired by Barbara Hepworth?</li> <li>➤ C5: Can I use smoothing techniques to create a desired finish before painting?</li> <li>➤ C6: Can I add finishing techniques to my sculpture?</li> </ul>
Assessment Checkpoints:	<ul style="list-style-type: none"> <li>✓ Know that art (including graffiti) has meaning.</li> <li>✓ Confidently show how colour conveys meaning.</li> <li>✓ Create a graffiti tag which conveys meaning.</li> <li>✓ Draw a person in the style of Banksy.</li> <li>✓ Use printing techniques for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare different artist styles of the same subject matter.</li> <li>✓ Blend colours using a range of media.</li> <li>✓ Select media for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know the impact of Barbara Hepworth's work.</li> <li>✓ Compare sculptural artists.</li> <li>✓ Manipulate a range of media to create 3D forms.</li> <li>✓ Add finishing techniques.</li> </ul>

## Year 6 Art Curriculum

Year 6	Autumn 1 <b>How do the Innuits of the Arctic live with nature?</b> <b>Art: Can I draw in the style of Innuit artist Kenojuak Ashevak?</b>	Spring 2 <b>What can we learn from life on the home front?</b> <b>Art: Can I create digital art?</b>	Summer 1 <b>The Cornish emigration: why did they leave and where did they go?</b> <b>Art: Can I create clay tiles to show our local landmarks?</b>
Concepts:			
Components:	<ul style="list-style-type: none"> <li>➤ C1: Can I explore the life and work of artist Kenojuak Ashevak?</li> <li>➤ C2: Can I explain how Kenojuak Ashevak gives the animals in her art character and personality?</li> <li>➤ C3: Can I identify different techniques that Kenojuak Ashevak has used in her artwork and consider the impact of them?</li> <li>➤ C4: Can I create my own drawing in the style of Kenojuak Ashevak?</li> <li>➤ C5: Can I create a printing of my artwork?</li> <li>➤ C6: Can I evaluate my artwork?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: What is digital art?</li> <li>➤ C2: Can I explore and compare the work of digital artists? (<b>Alex Hopwood, Minna Sundberg, Andy Warhol</b>).</li> <li>➤ C3: What programmes support digital art?</li> <li>➤ C4: How can an image be manipulated and edited?</li> <li>➤ C5: What colour palette would enhance my digital image?</li> <li>➤ C6: How can digital art be combined with traditional art?</li> </ul>	<ul style="list-style-type: none"> <li>➤ C1: Can I explore the works of artists: <b>Brancusi, and the paper designer, Richard Sweeney</b></li> <li>➤ C2: Can I research and photograph a local landmark?</li> <li>➤ C3: Can I design a local landmark low relief tile?</li> <li>➤ C4: Can I prepare my drawing to be traced for my ceramic tile?</li> <li>➤ C5: Can I create a low relief ceramic tile by transferring and carving my design into the tile?</li> <li>➤ C6: Can I decorate and evaluate my design?</li> </ul>
Assessment Checkpoints:	<ul style="list-style-type: none"> <li>✓ Use a range of lines and shapes to create my image.</li> <li>✓ Add colour and patterns to develop personality.</li> <li>✓ Compare my work to that of an artist.</li> <li>✓ Use printing techniques to explore making more copies of my work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain how the process of creating digital art differs from traditional art.</li> <li>✓ Name a program that supports digital art.</li> <li>✓ Make a change to a photograph (rotating, cropping, changing appearance).</li> <li>✓ Suggest colours that contrast black and white photos.</li> <li>✓ Arrange digital artwork deliberately and carefully on a traditional art background.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know that research is a personal process for each artist which reflects their unique ways of exploring and creating.</li> <li>✓ Different artists can take inspiration from different features in a landmark.</li> <li>✓ Create a full-scale design that is the same size as the finished piece.</li> <li>✓ Prepare a drawing to be traced by making outlines darker.</li> <li>✓ Select and use appropriate tools for carving and creating texture.</li> <li>✓ Know that varnishing or painting clay will make it more durable and better protected.</li> </ul>

## Programme

	KS1		LKS2		UKS2	
<b>Autumn Term (Drawing)</b>	<b>Portraits</b> Study of portraits by other artists and drawing self-portraits by small studies of nose, eyes, mouth etc.	<b>Observational Sketching</b> Drawing of still life using pencil and charcoal – London landscapes	<b>Natural features</b> Using watercolours to create movement in art. Compare the textures of rigid material compared to the use of clay, Modroc, paper Mache to create volcano.	<b>Observational Sketching</b> Buildings, structure, 3D shapes – Greek architecture	<b>Banksy</b> Pen, charcoal, felt tip	<b>Innuit Art</b>
<b>Artists</b>	Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. Pablo Picasso	Paul Kenton, Andrew Martin, John Curtis.	. Katsushika Hokusai, Andrew Sinclair	Renaissance Architecture.	Julian Opie, Banksy	Kenojuak Ashevak
<b>Spring Term (Colour)</b>	<b>Colour Chaos</b> Choosing, using and mixing colours. Colour theory.	<b>Convey emotion in a self-portrait</b> Colour mixing, perspective, drawing figures and emotions.	<b>South American Art</b> Drawing the other half of a famous image and collage rainforest landscapes. Colour theory.	<b>Mixed Media</b> Using mixed media to represent and respond to nature's challenges – photography, textures, sketching, drawing	<b>Botanical Art</b> Colour Theory.	<b>Digital Art</b> <a href="https://draw.tate.org.uk/">https://draw.tate.org.uk/</a>
<b>Artists</b>	Claude Monet, Vincent van Gogh, and Jean Metzinger.	Henri Matisse, Vincent Van Gogh, Frida Kahlo.	Henri Rousseau, John Dyer, Nixiwaka Yawanawa	Eliasson, Lin, Kere, Mattingly, Aida Sulova, John Akomfrah	Margaret Mee, Marianne North, Maria Sibylla Merian, Elizabeth Blackwell, Sydney Parkinson, Anne Pratt, Arthur Harry Church	Mike Winklemann, Bradley Munkowitz Ofir Shoham, Gustavo Torres, Randy Bishop, Alex Hopwood, Minna Sundberg, Andy Warhol
<b>Summer Term (Sculpture)</b>	<b>Nature Sculptures</b> Nature sculpture. Eden specialist artists and sculptures	<b>The Seaside</b> Sculptures of sea life using recycled materials.	<b>Fruit and Vegetable</b> Pencil, charcoal, crayons, pen, chalk and oil pastels. Vegetable face sculpture.	<b>Creating 3d Insects</b> Using clay, sticks, pipe cleaners etc.	<b>Pottery</b> The use of clay and progressively making a clay pot/clay mask.	<b>landscapes</b> Using pencil, white pencil, print and making clay tiles
<b>Artists</b>	Andy Goldsworthy	Barbara Hepworth	Carl Warner, Michael Brennand-Wood and Caravaggio	Louise Bourgeois and Jennifer Angus	Heather Knight, Mark Wallinger, Barabara Hepworth	Brancusi, and the paper designer, Richard Sweeney

## Art Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Sketch Books: Exploring and Developing ideas.</b></p>	<p>Talk about my ideas for art and design</p>	<p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Begin to describe differences and similarities and make links to their own work</p> <p>Try different materials and methods</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe.</p>	<p>Respond positively to ideas and starting points</p> <p>Explore ideas and collect information</p> <p>Describe differences and similarities and make links to their own work</p> <p>Try different materials and methods to make improvements to artwork</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Use sketchbooks to record ideas</p> <p>Begin to explore ideas from first-hand observations</p> <p>Make observations about starting points, and respond positively to suggestions</p> <p>Adapt ideas from comments and feedback</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, record, detail, question, observe, refine.</p>	<p>Use sketchbooks to collect and record ideas</p> <p>Explore ideas from first-hand observations</p> <p>Question and make observations about starting points, responding positively to suggestions</p> <p>Adapt and refine ideas</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Review and revisit ideas in their sketchbooks</p> <p>Offer feedback using a widening range of vocabulary</p> <p>Begin to think critically about their art and design work</p> <p>Begin to use digital technology as sources for developing ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>	<p>Review, revisit and rework ideas in their sketchbooks</p> <p>Offer feedback using technical vocabulary</p> <p>Think and speak critically about their art and design work</p> <p>Use digital technology as sources for developing ideas</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure</p>

<b>Drawing.</b>	Use mark-making to show ideas Tell an adult what their marks represent	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.		Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. KS2 Art and Design National Curriculum To become proficient in drawing techniques. o improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.		Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.	
		Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.	Access a variety of ways to make different marks with a range of media.  Use different media to achieve variations in line, texture, tone,	Experiment with a variety of ways to make different marks with a range of media.  Explore relationships between line and tone, pattern and	Experiment with a wide variety of ways to make different marks with a range of media.  Explore the potential properties of the	Become proficient in a wide variety of ways to make different marks with dry and wet media.  Manipulate and experiment with
	Begin to control the types of	Demonstrate control over the					

		<p>marks made with the range of media.</p> <p>Investigate textures by describing, naming, rubbing, copying. Pupils produce an expanding range of patterns and textures. Pupils begin to draw details in a self-portrait.</p>	<p>types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture</p>	<p>colour, shape and pattern.</p> <p>Develop a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Create textures and patterns with a wide range of drawing implements.</p>	<p>shape, line and texture.</p>	<p>visual elements: line, tone, pattern, texture, colour and shape</p>	<p>the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<b>Painting</b>	<p>Explore colours and different brush strokes when painting</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ol style="list-style-type: none"> <li>a. name the primary and secondary colours;</li> </ol>	<p>Children continue exploring using a variety of different brushes to see what happens.</p> <p>They use the language of colour accurately when mixing, e.g. shade, primary and tint.</p> <p>Children begin to experiment with colour for effect and mood.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette.</p> <p>Children are more expressive with colour, associating colours with moods.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p>			

		<ul style="list-style-type: none"> <li>b. experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>c. mix primary colours to make secondary colours;</li> <li>d. add white and black to alter tints and shades;</li> <li>e. Children begin to experiment with colour for emotion.</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>b. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>c. create different textures and effects with paint;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. create a colour palette, demonstrating mixing techniques;</li> <li>b. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> </ul> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	
	<p>Know the names of the primary colours.</p> <p>Mix Primary colours to make secondary colours.</p> <p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p>	<p>Know the primary colours and start to develop tint by adding white to base colours.</p> <p>Begin to show control with paint media using a range of tools.</p> <p>Begin to understand how colours link to emotions and mood in art.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>use a developed colour vocabulary.</p> <p>Begin to experiment with different effects and textures including blocking in colour, washes, thickened paints etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade and hue.</p> <p>Experiment with different effects and textures including blocking in colour, washes, thickened paints etc. Use a range of scales e.g. thin</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold and complementary and contrasting colours.</p> <p>Begin to choose and test suitable implements, media and materials and mix colours appropriately.</p> <p>Include tones and tints, light and shade becoming</p>

				<p>Use a range of scales e.g. thin brush on a small picture.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p>	<p>brush on a small picture.</p> <p>Experiment with implements to achieve variation in tone.</p> <p>Use complimentary and contrasting colours for effect.</p> <p>Describe how colours can link to moods and feelings in art.</p>	<p>increasingly subtle as understanding and skill in using the techniques develops.</p> <p>Explain how colours can link to moods and feelings in art.</p>	
<b>Sculpture</b>	<p>Create sculptures through exploring 3D and 2D sculpture in our environment</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><u>KS1 Art and Design National Curriculum</u> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ol style="list-style-type: none"> <li>a. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> </ol>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’ Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><u>KS2 Art and Design National Curriculum</u> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ol style="list-style-type: none"> <li>A. plan and design a sculpture;</li> <li>B. use tools and materials to carve, add shape, add texture and pattern;</li> </ol>			

		<p>b. use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>c. use a variety of shapes, including lines and texture</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>a. cut, make and combine shapes to create recognisable forms;</p> <p>b. use clay and other malleable materials and practise joining techniques;</p> <p>c. add materials to the sculpture to create detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>C. develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>D. use materials other than clay to create a 3D sculpture;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>		
		<p>Begin to manipulate malleable materials in a variety of ways including rolling, pinching and kneading making simple shapes from observation or imagination.</p> <p>Use natural materials in sculptures</p>	<p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading making simple shapes from observation or imagination.</p> <p>Choose for a purpose which materials to use in a sculpture.</p>	<p>Experiment with a range of natural and manmade materials to construct 3D models and sculptures.</p> <p>Use Modroc and practise how to join Modroc to make more complex structures. Add detail to and texture to sculptures.</p>	<p>Plan, design and make sculptures using an increasing variety of materials and becoming more competent at techniques.</p> <p>Join clay to make more complex structures.</p>	<p>Plan, design and adapt sculptures talking about their material use, modelled or constructed work.</p> <p>Use a variety of techniques to show an understanding of shape, space and form.</p>
<b>Collage</b>	<p>Use scissors correctly to cut</p> <p>Explore different ways to tear and join materials</p>	<p><u>KS1 Art and Design National Curriculum</u></p> <p>To become proficient in other art, craft and design techniques – collage.</p>	<p>Children continue to explore creating collage with a variety of media, They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques,</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned</p>		

				<p>e.g. overlapping, tessellation, frottage and montage.  <u>KS2 Art and Design National Curriculum</u>          To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ol style="list-style-type: none"> <li>select colours and materials to create effect, giving reasons for their choices;</li> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, frottage and montage;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern,</p>	<p>in Lower KS2 and develop their own ideas through planning.  <u>KS2 Art and Design National Curriculum</u>          To improve their mastery of art and design techniques with a range of materials – collage. Children can:</p> <ol style="list-style-type: none"> <li>add collage to a painted or printed background;</li> <li>create and arrange accurate patterns;</li> <li>use a range of mixed media;</li> <li>plan and design a collage;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>
<p><b>Printing</b></p>	<p>Use every day objects to print from Explore patterns with printing</p>			<p><u>KS2 Art and Design National Curriculum</u>          To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ol style="list-style-type: none"> <li>use more than one colour to layer in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks;</li> <li>make repeated patterns with precision;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p><u>KS2 Art and Design National Curriculum</u>          To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ol style="list-style-type: none"> <li>design and create printing blocks/tiles;</li> <li>develop techniques in mono, block and relief printing;</li> <li>create and arrange accurate patterns;</li> </ol> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;</p>