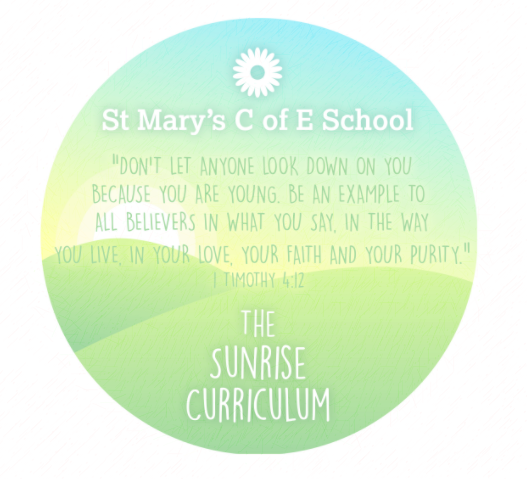
**Art 2018-2019:** Autumn Spring Summer

**Curriculum Intent:**  
**By the end of Key Stage One**, pupils should have experienced using a wide range of media when creating and designing products. Pupils should be engaged, inspired and challenged through encouraging them to experiment, invent and create their own works of art. As pupils progress, they should be able to think quickly and develop a more rigorous understanding of art and design.

**By the end of Key Stage Two**, pupils should know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation. Pupils will 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.

*Curriculum reading opportunities to be shown in italics (including digital literacy)*

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|  | Reception | Year 1/2 | Year 3/4 | Year 5/6 |
| Curriculum objectives |  | Pupils should be taught to:   * use a range of materials creatively to design and make products * use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * 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 | * Pupils should be taught to: * create sketch books to record their observations and use them to review and revisit ideas * improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) * about great artists, architects and designers in history | |
| Creating ideas | Develop and share their own imagination and experiences through art. | Work from observation and known objects  Use imagination to form simple images from given starting points or a description  Begin to collect ideas in sketchbooks  Work with different materials Begin to think what materials best suit the task | Develop sketch books  Use a variety of ways to record ideas including digital cameras and iPads  Develop artistic/visual vocabulary to discuss work  Begin to suggest improvements to own work  Experiment with a wider range of materials  Present work in a variety of ways | Select and develop ideas confidently, using suitable materials confidently  Improve quality of sketchbook with mixed media work and annotations  Select own images and starting points for work  Develop artistic/visual vocabulary when talking about own work and that of others  Begin to explore possibilities, using and combining different styles and techniques |
| Drawing/ Mark Making | Develop and use texture, colour, line, pattern, shape, form and space. | Begin to control lines to create simple drawings from observations  Use thick felt tip pens/ chalks/ charcoal/ wax crayon/ pastel  Hold a large paint brush correctly  Make marks using paint with a variety of tools  Consider consistency when applying paint  Colour within the line  Draw on smaller and larger scales  Begin to add detail to line drawings | Use sketchbooks to record drawings from observation  Experiment with different tones using graded pencils  Include increased detail within work  Draw on a range of scales  Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)  Use a variety of brushes and experiment with ways of marking with them  Develop shadows Use of tracing | Use first hand observations using different viewpoints, developing more abstract representations  Introduce perspective, fore/back and middle ground  Investigate proportions Use a range of mediums on a range of backgrounds  Work indoors and outdoors  Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight |
| Working with colour |  | Recognise and name primary and secondary colours  Mix primary colours to make secondary colours  Share colour charts to compare variations of the same colour  Create and experiment with shades of colour and name some of these  Recognise warm and cold colours  Create washes to form backgrounds  Explore the relationship between mood and colour | Mix and match colours (create palettes to match images)  Lighten and darken tones using black and white  Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)  Experiment with watercolour, exploring intensity of colour to develop shades  Explore complementary and opposing colours in creating patterns | Build on previous work with colour by exploring intensity  Introduce acrylic paint  Develop watercolour techniques  Explore using limited colour palettes  Investigate working on canvas experiment with colour in creating an effect  Mark make with paint (dashes, blocks of colour, strokes, points) Develop fine brush strokes |
| Printing | Use drawing, painting and sculpture with different materials. | Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control  Develop controlled printing against outline /within cut out shapes  Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns  Experiment with marbling, investigating how ink floats and changes with movement | Use roller and ink printing.  Use simple block shapes formed by children Blend two colours when printing  Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays  Form string roller prints to create continuous patterns | Create polystyrene printing blocks to use with roller and ink  Explore monoprinting (see below for artists)  Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point  Experiment with screen printing  Design and create motifs to be turned into printing block images  Investigate techniques from paper printing to work on fabrics |
| Sculpture | Use drawing, painting and sculpture with different materials. | Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures  Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Consider covering these with papier-mâché  Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools Look at sculptures by known artists and natural objects as starting points for own work | Develop confidence working with clay adding greater detail and texture  Add colour once clay is dried Investigate ways of joining clay - scratch and slip  Introduce ‘modroc’  Create work on a larger scale as a group  Use pipe cleaners/wire to create sculptures of human forms | Design and create sculpture, both small and large scale  Make masks from a range of cultures and traditions, building a collage element into the sculptural process  Use objects around us to form sculptures  Use wires to create malleable forms  Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)  Create human forms showing movement |
| Textiles and collage |  | Develop collages, based on a simple drawing, using papers and materials  Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)  Weave using recycled materials – paper, carrier bags  Investigate a range of textures through rubbings  Simple batik work  Develop tearing, cutting and layering paper to create different effects  Dye fabrics using tea, red cabbage, beetroot, onion, spinach Weave with wool | Research embroidery designs from around the world, create own designs based on these  Sew simple stiches using a variety of threads and wool  Investigate tie-dying  Create a collage using fabric as a base  Make felt  Develop individual and group collages, working on a range of scales  Use a range of stimulus for collage work, trying to think of more abstract ways of showing views | Introduce fabric block printing  Create tie dye pieces combining two colours  Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.  Weave using paintings as a stimulus / the natural world  Experiment with circular embroidery frames  Create detailed designs which can be developed into batik pieces |
| Knowledge of Artists | Look at a range of work by different artists.  Say whether they like or dislike it begin to give reasons why. | Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)  Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces  Consider specific works such as Richard Long’s ‘Mud Hand Circle’ (printing)  Consider works from different cultures e.g. Chinese block prints | Use the work of artists to replicate ideas or inspire own work e.g.  Look at the work of David Hockney e.g. photo montages (drawing)  Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)  Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian  Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)  Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)  Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)  Abstract paintings by Picasso (colour)  Use the work of artist Stacey Chapman ‘”car” and other images on the internet (print)  Look at work of Henry Moore (sculpture)  Consider work by contemporary textile artist Patricia Greaves (textiles). | Use the work of artists to replicate ideas or inspire own work e.g.  Consider work by artists such as Cezanne, Derain, Van Gogh (colour)  Look at the style of Fauve artists Derain, Vlaminck and Braque Consider the work of Seurat (pointillism –colour)  Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)  Consider work of Cornelia Parker (sculpture)  Consider the work from other cultures e, g Asia  Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)  Look at cubist artists such as Picasso, Duchamp to show movement/ layering  Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)  Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points. |