

ART CURRICULUM

ART AND DESIGN - DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Artist: Georgia O' Keeffe</p> <p><u>Intent-</u> Experiment with a range of media. Begin to show accuracy and care when drawing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle including lines. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings.</p>	<p>Artist: Vincent Van Gogh</p> <p>Builds on- Experiment with a range of media, begin to show drawing with accuracy and convey emotions in their drawings.</p> <p><u>Intent-</u> To use pencils and chalk with accuracy. Draw lines of different shapes and thickness and select from 2 different grades of pencil and chalk. Identify light and dark marks/shapes. Investigate textures by making rubbings. Describe the similarities and differences between the different media. Begin to draw with increased accuracy.</p>	<p>Artist: Katsushika Hokusai</p> <p>Builds on- Using a range of media, line, shape and textures describing similarities and differences between media. Beginning to draw with increased accuracy.</p> <p><u>Intent-</u> To use wax crayons and felt tips with accuracy. To use colour and pattern. Explore hatching and cross-hatching. Investigate tone by drawing light/dark patterns and using light/dark colours.</p>	<p>Artist: Neanderthal- First artists- Stone Age</p> <p>Builds on- Will use a range of media, colour, pattern and investigate tone with increased accuracy.</p> <p><u>Intent-</u> To use oil pastels with accuracy. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil. Begin to show an awareness of objects having a third dimension. Use media to achieve variations in tone and shading. Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. Create artwork that tells a story/narrative.</p>	<p>Artist: Leonardo Da Vinci</p> <p>Builds on- Will use a range of media with line, shape, colour, pattern, texture, use different grades of pencil considering tone and dimension with increased control and accuracy.</p> <p><u>Intent-</u> Experiment with greater control how surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Choose and combine media for a desired effect. Improve the awareness of 3-D and proportion in shapes. Create more detailed textures with a wide range of drawing implements and experiment layering media. Apply pattern and texture in a drawing by layering media e.g. pencil, pen.</p>	<p>Artist: Chesley Bonestell</p> <p>Builds on- Will use a range of media with line, shape, colour, pattern, texture, tone, improving awareness of 3D and proportion with control and accuracy.</p> <p><u>Intent-</u> To use charcoal with increased accuracy. Identify artists who have worked in a similar way and try out their methods. Start to develop their own style using tonal contrast and hatching. Develop close observation skills using a variety of view finders. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. composition.</p>	<p>Artist: Henri Moore and Bill Brandt</p> <p>Builds on- Will use a range of media with line, shape, colour, pattern, texture, using 3D considering composition, proportion and scale and with control and accuracy developing their own personal style.</p> <p><u>Intent-</u> To choose and use preferred media with increased accuracy. Journals to include analysis of artists' methods as well as personal interactions with artists' work. Identify artists who have worked in a similar way and try out their methods. Be able to explain their desired intentions and effects. Combine dry and wet media Begin to use simple perspective in their work using a single focal point and horizon.</p>

PAINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Artist: Jackson Pollock</p> <p><u>Intent-</u> To give name to colours. To explore paint, colour and colour mixing. To explore texture using a range of brushes and tools. To show different emotions in their paintings.</p>	<p>Artist: L.S Lowry</p> <p>Builds on- Naming colours, exploring colour mixing and texture by beginning to use a range of tools competently and conveying emotion in their paintings.</p> <p><u>Intent-</u> To use poster paints with accuracy. To use different brush sizes and types of paint. Experiment with tools and techniques e.g. layering, mixing media, scrapping. Name different types of paint and their properties. Mix primary shades and tones. Mix secondary colours and name. Create textured paint by adding sand. Begin to paint with increased accuracy.</p>	<p>Artist: Chas Jacobs</p> <p>Builds on- Experimenting with techniques using a range of brushes, mixing primary and secondary colours. Begin to paint with increased accuracy.</p> <p><u>Intent-</u> To use poster paints and develop a wide range of techniques in line and shape. Explore primary and secondary colours on a colour wheel. Add white and black tones. Add background colours with a wash.</p>	<p>Artist: David Hockney</p> <p>Builds on- To use line and shape, explore colours using the colour wheel, adding white and black tones and using a wash when painting.</p> <p><u>Intent-</u> To use acrylic paint with accuracy. Experiment with different effects and textures incl. blocking in colour, thickened paint creating textural effects. Mix colours and know which primary colours make secondary colours. Mix and use tints and shades with accuracy.</p>	<p>Artist: Paul Klee</p> <p>Builds on- Experiment with a range of textural effects and confident in using primary and secondary colours and using tints and shades with accuracy.</p> <p><u>Intent-</u> To use water colours with increased accuracy. Create washes with watercolours for background. Create different effects and textures with paint according to what they need for the task. Mix and use tints and shades to create moods and expression.</p>	<p>Artist: Child's choice of artist</p> <p>Builds on- Create different effects specific for the task and use tints and shades to create moods and expression when using watercolours with accuracy.</p> <p><u>Intent-</u> To develop a painting from a drawing. To use a paint of their choice with accuracy. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.</p>	<p>Artist: Jean-Michel Basquiat</p> <p>Builds on- To develop a painting from a drawing mixing appropriate colours including contrasting and complimentary, to create atmosphere with combined paints with accuracy.</p> <p><u>Intent-</u> To spray paint and a paint of their choice with accuracy. To explain their choices.</p>

3D (SCULPTURE)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><i>Artist: Henri Rousseau</i></p> <p><u>Intent-</u> Explore a variety of materials tools, techniques, experiment with colour, design, texture, form and function. Join simple found forms together.</p>	<p><i>Artist: Andy Goldsworthy</i></p> <p>Builds on- Exploring a variety of malleable materials, tools, techniques, experimenting with colour, design, texture and joining forms together.</p> <p><u>Intent-</u> To experiment with constructing and joining everyday materials together to make a sculpture. To understand the safety and basic care of materials and tools.</p>	<p><i>Artist: Antony Gormley</i></p> <p>Builds on- Exploring and experimenting with a range of materials, tools, techniques, colour, design and textures, constructing and joining a 3D form in a safe way.</p> <p><u>Intent-</u> Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal, thumb pot. Change the surface of a malleable material e.g. build a textured tile. Use simple 3D shapes to create a malleable sculpture. Eg. Dough, pipecleaners.</p>	<p><i>Artist: Otto and Vivika Heino</i></p> <p>Builds on- Exploring, experimenting, manipulating tools, techniques, colour, design, shapes, textures in a variety of ways including changing the surface and creating a sculpture safely.</p> <p><u>Intent-</u> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. To use clay to create a simple 3D object.</p>	<p><i>Artist: Alexander Calder</i></p> <p>Builds on- Using tools and techniques to plan, design and create a clay sculpture from observation or imagination, joining adequately and creating patterns and textures on the sculpture.</p> <p><u>Intent-</u> To join clay and wire adequately and construct a simple base for extending and modelling other shapes. To use clay and wire to create a 3D object.</p>	<p><i>Artist: Louise Bourgeois</i></p> <p>Builds on- Using tools and techniques to plan, design and create a clay sculpture from observation or imagination, joining adequately and creating patterns and textures on the sculpture using a combination of clay and wire.</p> <p><u>Intent-</u> To use clay or wire to create a sculpture. Shape, form, model and construct from observation or imagination. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay or wire incl. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. Explain how an artist might influence their own work.</p>	<p><i>Artist: Frida Kahlo</i></p> <p>Builds on- To use a varied range of tools and techniques to plan, design, shape, form, model and construct a sculpture of clay or wire including intricate patterns and textures, explaining artists influences and their choices.</p> <p><u>Intent-</u> To use Mod roc to create a sculpture. To follow and refine their own plans.</p>

Curriculum Implementation

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Develop their own ideas and decide which materials to use to express them.</p> <p>To explore different materials freely, in order to develop their own ideas about how to use them and what to make.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Record and explore ideas from first hand observation of real objects through drawing, painting and 3- D.</p> <p>Talk about their ideas and makes choices e.g. chosen tools, materials.</p> <p>Work creatively with a range of media and on different scales.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p>Describe what they think about the work of an artist or craft-maker and how it can give them ideas.</p> <p>Develop the language of art - ask questions about a piece of art - have ideas about what it is about, identify how it has been made.</p> <p>Compare and state preferences and why.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Make links with an artist's work and their own.</p>		<p>Annotate work in a journal.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, architects, and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Experiment using the ideas and styles of different artists.</p> <p>Develop further what an artist is trying to express in their work.</p> <p>Make links with an artist's work and their own.</p>		<p>Annotate work in a journal.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Experiment using the ideas and styles of different artists.</p> <p>Make links with an artist's work and their own. Understand the impact of art on a nation's culture or identity.</p>	

YEAR GROUP VOCABULARY BY STRAND

REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS

Drawing

EYFS	Artist, thin, thick, light, dark, strong, soft, hard, marks, shapes, like, dislike, feelings
KS1	Alter, artist, dashes, dots, experiment, explore, line, texture, materials, pattern, light, dark, shading, shadow, tone, zig- zag, colour, pattern, tone, similarities, differences, emotions
LKS2	Adapt, annotate, collect, cross hatching, feeling, hardness, original, patterned, recognisable, sketch, refine, replicate, third dimension, proportion, portrait, landscape, expression
UKS2	Abstract, expression, extend, interpretation, influences, mimic, contrast, composition, scale, perspective, foreground, background, expression

Painting

EYFS	Artist, colour, light, dark, bright, dull, colourful, like, dislike, feelings
KS1	Alter, artist, brush, effect, experiment, explore, materials, method, paint, poster paints, pattern, primary colours, secondary colours, shades, tint, texture, similarities, differences, emotions
LKS2	Abstract, adapt, annotate, collect, distinctive, influence, layers, mix, mood, original, palette, patterned, recognisable, refine, replicate, acrylic, watercolour, washes, portrait, landscape, expression
UKS2	Spray paint, grafitti, covey, enhance, extend, expression, atmosphere, contrasting, complimentary, interpretation, mimic, proportion, qualities

Sculpture

EYFS	Artist, sculptor, sculpture, colour, design, join, like, dislike
KS1	Alter, artist, sculptor, sculpture, change, carving, cut, experiment, explore, join, malleable, moulding, kneading, rolling, pinching, object, pattern, texture, similarities, differences
LKS2	Adapt, annotate, collect, hardness, hatching, influenced, original, recognisable, refine, replicate, rough, slip, clay, wire, extend, surface
UKS2	Convey, enhance, extend, expression, interpretation, mimic, proportion, qualities, tactile, Mod roc

USEFUL RESOURCES

Lancashire-
Progression of Skills
Key Learning

Twinkl- good powerpoints on key artists
DrawWithRob- You tube
Kapow- complete NC coverage, scheme of work Year 1-6, demonstration videos- can sign up for free trial- expensive to join though.
www.tate.org.uk- Teaching resources