

# Art

## Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing and painting as well as other selected craft skills, e.g. collage, printing and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.



## Implementation

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have a specific series of lessons for each year group, which will offer structure and narrative.

Impact Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills









EYFS Curriculum	Key Stage One National Curriculum
<p>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.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>

<p><u>Aims</u> - Caring, creative, confident</p> <p><u>Values</u> - Resilient, responsible and respectful.</p> <p><u>Concepts</u> Composition Communication Comprehension</p>	<p><u>Enrichment opportunities</u></p> <ul style="list-style-type: none"> <li>• Art immersion days</li> <li>• Art is planned in to special days and events</li> </ul> <p><u>Local community links</u></p> <ul style="list-style-type: none"> <li>• Designing a Christmas tree decoration for the tree in Hucknall</li> <li>• Designing wreaths to celebrate Remembrance</li> </ul>	<p><u>Assessment/sticky knowledge</u></p> <ul style="list-style-type: none"> <li>• Remembering previous skills and knowledge from year before or previous topics</li> <li>• Naming and exploring artists work from local to further around the globe</li> <li>• Applying learnt skills in their work</li> </ul> <p><u>Cross Curricular Links</u></p> <ul style="list-style-type: none"> <li>• RE (Diwali – creating patterns, Christmas decorations, Easter cards)</li> <li>• SMSC (Remembrance Day – art creations)</li> <li>• Music – expression through dance</li> <li>• Environmental – Recycling art, ice caps immersion,</li> </ul>
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	EYFS	Year 1	Year 2	Year 3
Drawing	<p><b>Know that</b> different drawing media have different mark making potentials.</p> <p><b>Know that</b> drawing can be made using different media, <i>e.g. pencil, chalk, crayons and pens.</i></p> <p><b>Know that</b> the spaces they create with lines develops into shapes and by joining the lines and curves, objects familiar to them can be represented.</p>	<p><b>Know that</b> different types of lines can be drawn.</p> <p><b>Know that</b> different media (<i>e.g. oil pastels, colour pencil</i>) make lines of different thickness and texture.</p> <p><b>Know that</b> different pencil grades, create different line thicknesses.</p> <p><b>Know that</b> there are many different types of lines to create pattern, movement and direction in art. Straight lines can be vertical, horizontal or diagonal.</p> <p><b>Know that</b> expressive lines are wavy or curved.</p> <p><b>Know that</b> in drawing, texture can be created using lines of different directions, <i>e.g. hatching, scrubbing.</i></p>	<p><b>Know that</b> pattern and texture can be used to create drawings.</p> <p><b>Know that</b> drawing lines can create patterns and textures.</p> <p><b>Know that</b> tones describe the light or darkness of a colour.</p> <p><b>Know that</b> tone adds value to art and makes the art appear real</p> <p><b>Know that</b> shades of light and dark in a drawing can be created using pencil, charcoal or chalk.</p>	<p><b>Know that</b> shading creates a tone.</p> <p><b>Know that</b> detail can be added to drawings to create effect.</p> <p>Experiment with ways in which surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements <i>e.g. charcoal, pencil</i></p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>
Painting	<p><b>Know that</b> painting is a type of art created from paint, drawing, shapes and adding of colour.</p> <p><b>Know</b> the colour names – red, yellow, pink, green, orange, blue, black, white, brown and grey.</p> <p><b>Know that</b> a paintbrush is held using a pincer grip.</p> <p><b>Know that</b> a brush stroke is a mark made by a paintbrush.</p> <p><b>Know that</b> when paint is mixed, it will change colour.</p> <p><input type="checkbox"/> <b>Know that</b> painted marks can be made using different tools including, sponges, hands, rollers.</p> <p><b>Know that</b> if we add water to paint it changes (<i>e.g. becomes thinner</i>).</p> <p><b>Know that</b> Paintbrushes can be thick and paint thick lines, <i>e.g. larger shapes to paint.</i></p>	<p><b>Know that</b> there are primary and secondary colours and know their names.</p> <p><b>Know that</b> a paintbrush grip can change how marks are applied.</p> <p><b>Know that</b> orange, green and purple are secondary colours and that primary colours are the <i>base</i> of every secondary colour.</p> <p><b>Know that</b> colour is an important element of art.</p> <p><b>Know that</b> different techniques with a paintbrush can be applied <i>e.g. sweep, dab or dots.</i></p> <p><b>Know that</b> paintbrushes can differ for purpose:</p> <ul style="list-style-type: none"> <li>- flat</li> <li>- rounded</li> <li>- fine point</li> </ul> <p><b>Know that</b> when adding white to a colour, its value becomes lighter. This is known as a tint.</p> <p><b>Know that</b> when adding black to a colour, its value becomes darker (<i>known as shade</i>).</p>	<p><b>Know that</b> paint can be mixed to create colours.</p> <p><b>Know that</b> paint can be mixed to create tones and shades</p> <p><b>Know that</b> a tertiary colour is made by mixing a primary colour and secondary colour.</p> <p><b>Know that</b> blue, green and purple belong to the cool colour family. Red, orange and yellow belong to the warm colour family.</p> <p><b>Know that</b> adding white or black to a colour changes the tone/shade of the colour.</p> <p><b>Know that</b> a gradient is a gradual change from one colour to another or from light to dark</p>	<p><b>Know how</b> to Experiment with different effects and textures <i>inc. blocking in colour and washes.</i></p> <p>Know how to Create different effects and textures with paint according to what they need for the task. Develop a painting from a drawing. Create imaginative work from a variety of sources.</p> <p><b>Colour</b></p> <p><b>Know</b> how to Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p>

	<p><b>Know that</b> paint can be applied by brushing, stroking, dripping and splattering.</p> <p><b>Know that</b> colour of paint can be mixed to create different colours.</p> <p><b>Know that</b> the primary colours are red, yellow and blue.</p> <p><b>Know that</b> the texture of paint can be changed, e.g. sand.</p>			
Sculpture and collage	<p><b>Know that</b> materials can be combined.</p> <p><b>Know that</b> marks can be made using a print.</p> <p><b>Know that</b> shapes of malleable materials can be changed and manipulated for a purpose</p> <p><b>Know that</b> materials can be shaped by rolling, poking, squeezing, and pinching.</p>	<p><b>Know that</b> the shape of malleable materials can be changed and manipulated for a purpose</p> <p><b>Know that</b> a sculpture is 3D (Shape, space and measure).</p> <p><b>Know that</b> different material can be used to make a sculpture, clay, play dough paper, card, foil or natural or related materials.</p> <p><b>Know that</b> clay is different to dough.</p> <p><b>Know that</b> materials can be shaped by rolling, poking, squeezing, folding and pinching and joining.</p> <p><b>Know that</b> tape or glue can hold materials together.</p> <p><b>Know that</b> natural materials can be used to create art.</p> <p><b>Know that</b> materials can be cut, folded and ripped or 'overlapped' paper or fabric.</p>	<p><b>Know that</b> sculpture is a type of art.</p> <p><b>Know that</b> a sculptor is someone the are changing the shape of the materials using hands or tools.</p> <p><b>Know that</b> art can be made with a range of different materials.</p> <p><b>Know that</b> sculpting can be made using different actions, rolling, squeezing, pinching, folding.</p> <p><b>Know that</b> sculptures can be of different scales,</p> <p><b>Know that</b> modelling materials can be shaped with their hands and different tools to create different outcomes.</p> <p><b>Know that</b> patterns and textures can be added using different tools.</p> <p><b>Know that</b> materials need to be fixed together to create a sculpture, e.g. glue or tape.</p>	<p>Plan, design and make 3D models from observation or imagination.</p> <p>Develop skills in using clay.</p> <p>Produce intricate patterns and textures in clay.</p>
Artists	<p><b>Know that</b> art exists all around us.</p>	<p><b>Know that</b> they can form an opinion about a piece of Art.</p>	<p><b>Know that</b> their work can be similar or different to the work of a well-known artist.</p>	<p><b>Know that</b> different artists of the same style can be compared.</p>
Other techniques Printing, collage, textiles, digital	<p><b>Know that</b> you can make art with a range of different materials.</p>	<p><b>Know that</b> you can combined different artist techniques to create a piece of art.</p>	<p><b>Know that</b> patterns and textures can be created using different materials</p>	<p><b>Know that</b> different effects and details can be created by combining different materials.</p>

1	Autumn	Spring	Summer
			
	<b>Artist:</b> Eileen Agar (surrealism British)	Tobias Harrison, (painting, British)	Pablo Picasso (Cubism, French) & Rob Heffernan (Nottingham artist)
	Mixed medias - Illustrations	Observational drawing	Portrait
Exploring types of medias and materials and combining them to create a mixed media response		Exploring line, shape, colour, shading	Line, shape, texture and shading

2	Autumn	Spring	Summer
			
	Artist: Jan Griffier (painting, Dutch)	Henir Rousseau (Painting, French)	Different famous sculptures
	Painting	Painting & Drawing	Clay, print & collage
lines and textures, sketching with oils/pastels.		colour mixing, sketching and collage	lines and textures, clay sculptures, 3D sculptures using junk modelling.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	Exploring mark making and materials to represent, Portraits and exploring colour	Exploring shape drawings and materials to represent, and exploring colour	Drawing objects in more detail, colour mixing, observational drawings Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
<u>Year 1</u>	Using Jan Griffier Illustrations – mixture of mediums.	Observational drawing of fruit	Portrait – Sketching, creating texture using shading techniques
<u>Year 2</u>	<u>Landscape artwork</u> based on Jan Griffier's work of the Great Fire of London – lines and textures, sketching with oils/pastels.	<u>Creating a rainforest scene</u> based on Henri Rousseau's work – colour mixing, sketching and collage	<u>Sculptures</u> – creating a clay dinosaur using their own ideas, imagination and experiences.

	<p><b>Concept 1 - Composition</b></p> <p><i>- An array of shapes through manipulation of colour, pattern, texture, line, shape, form and space</i></p>
Nursery	<ul style="list-style-type: none"> <li>➤ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>➤ Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work or in artist's work)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>➤ Identify artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>➤ Identify and describe artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles</li> <li>➤ Re-create specific elements of artistic styles</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Make marks and lines with a wide range of drawing implements i.e. charcoal and pencil</li> <li>• Experiment with different grades of pencils and other implements to create lines and marks</li> <li>• Experiment and apply a simple use of pattern, effects and texture</li> <li>• Mix colours and know which primary makes secondary colours</li> <li>• Mix and use tints</li> <li>• Use weaving and stitching to create different textural effects</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Develop skills in using clay.</li> <li>• Experiment with a range of collage techniques i.e. tearing overlapping and layering to create images and represent textures</li> </ul>

	<b>Concept 2 – Communication</b> <i>- Creating art to represent something real or express an emotion, mood or message (artist talk)</i>
Nursery	<ul style="list-style-type: none"> <li>➤ Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>➤ Use drawing to represent ideas like movement or loud noises</li> <li>➤ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> </ul>
Reception	<ul style="list-style-type: none"> <li>➤ Experiment with artistic elements in their own pieces of work</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of artistic elements to give reasons why</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of artistic elements to give reasons why</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• Experiment with ways in which surface detail can be added to drawings</li> <li>• Create different effects and textures according to what they need to for the task (represent or express)</li> <li>• Plan, design and make 3D models from observation or imagination</li> <li>• Create printing blocks using a relief or impressed method. Create a repeating pattern</li> <li>• Produce intricate patterns and textures in clay.</li> <li>• Apply tone to in a drawing in a simple way</li> <li>• Experiment with a range of collage techniques i.e. tearing overlapping and layering to create images and represent textures</li> </ul>

	<b>Concept 3 – Comprehension</b> <i>- Critically ascribe meaning to a piece of art (critic talk)</i>
Nursery	<ul style="list-style-type: none"> <li>▪ Show interest in and describe the texture of things</li> <li>▪ Begin to show or talk about how a piece of art makes them feel</li> </ul>
Reception	<ul style="list-style-type: none"> <li>▪ Identify how a piece of art makes them feel</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why</li> <li>• Analyse how artist's make deliberate choices about composition in order to have an effect on the audience</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Analyse and evaluate creative works of Art using the language of Art and design.</li> <li>• Compare ideas and approaches.</li> <li>• Know the historical and cultural development of Art forms.</li> <li>▪ Know how Art contributes to the culture, creativity and wealth of our nation.</li> </ul>

## Subject Specific Vocabulary

	Subject specific vocabulary
EYFS	Colour, pattern, line, shape, paint, draw, artist, shape,
Year 1	Colour, pattern, texture, form, space, shading, proportion, observational, collage, materials, strokes, method, products, secondary,
Year 2	Colour, pattern, texture, form, space, line, elements, style, tone, analyse, proportion, landscape, observe, design, Shape Curved Symmetrical Pastel Foreground Background Collage, tertiary,