# Art Curriculum Intent

We believe in the power of Art and Design and are committed to offering all our pupils a high-quality Art education which inspires pupils to develop creativity and self-expression. Our curriculum is designed to equip pupils with a range of artistic skills and contextual knowledge which will enable them to create their own original works of art inspired by successful artists and well-known works of art as well as emerging local artists and creative practitioners. Artistic skills sit at the heart of our curriculum, where core component knowledge in the mediums of drawing, painting, printing, mixed media and 3D form are sequentially built upon within a spiral curriculum. When they leave us, our pupils will have formed a strong foundation of Art skills through mastery of a range of tools and skills which will be built on as they continue their journey as young artists.

We will deliver a knowledge-rich curriculum that:

* Systematically develops drawing, painting, printing, collage and 3D mixed media art, as per the progression map below.
* Focusses on sequences of learning on discrete component skills and applies these to a meaningful composite outcome.
* Ensures children master the use and application of a range of tools and equipment.
* Gives children the opportunity to explore, develop and communicate their personal responses to experiences.
* Teaches pupils how art contributes to our country’s history and culture.
* Provides children with knowledge and understanding of historic, modern, and contemporary artists.
* Equips children with an appreciation of art.

# Art Curriculum Implementation

The teaching of Art begins in the Early Years where children develop a good foundation of core artistic skills through a mixture of child initiated and adult directed activities linked to core themes. Children are given opportunity to explore materials and techniques through a hands-on approach, exploring material capabilities and uses. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children’s learning is contextualised through the study of artists and the study of key works of art. Children begin to use the language of art to share their creations and explain the processes they have used.

In KS1 children are introduced to sketchbooks. Children are taught that sketchbooks are a safe place to explore and practise without fear of making mistakes. Children are taught sketchbooks are a work of art in themselves and they begin to use these to record progress and practise. In KS1, children build on their learning from EYFS, refining their core skills in a more structured approach. Children develop a wide range of art and design techniques, introducing and exploring the formal elements. Children learn about colour, pattern, texture, line, shape, form and space and they use a range of materials creatively to design and make works of art. Children dive deeper into contextual knowledge through artist studies and are given opportunities to think like an artist to create their own unique artist creations. Children learn about the work of a range of artists describing the differences and similarities between different practices and disciplines. Children are encouraged to think like an artist by applying their contextual knowledge to their own work through making links and comparisons.

In KS2, children continue to develop their use of sketchbooks to record their observations and use them to review and revisit ideas. Children begin to use sketchbooks more freely to creatively present their thinking through visual notes. Children are encouraged to take ownership of their sketchbooks, looking back at their ideas and progress over a unit and a year. In KS2 children improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They dive even further into their contextual studies to learn about great artists, architects and designers in history which act as stimulus for their own creative ideas.

# Adapting the curriculum for pupils with SEND in Art and Design

Art and Design is inclusive, and all pupils are given opportunity to travel the same creative journey regardless of their ability to access core lessons.

* SEND pupils often benefit from an explicit focus and pre-teaching of disciplinary vocabulary.
* For visually impaired pupils, Art learning may necessitate audio description of images. Art may also be a tactile experience – handling real paintings and sculptures to feel the textures.
* For dyslexic pupils, artists research can be completed through visual literacy and notes can be made in sketch format, removing the reading and writing barrier.
* For pupils with fine motor difficulties, chunky tools such as pencil and paintbrushes may be provided to support grip and control. Other equipment to support access may also be used.
* Teachers may identify and break down the components of the subject curriculum into manageable chunks using an ‘I Do – You Do’ sequence to allow pupils to see a modelled technique or outcome before creating their own.
* The use of high quality WAGOLLS that are easily accessible often scaffold the learning for SEND pupils.

# Understanding Different Types of Knowledge in Art

## Substantive Knowledge

Substantive knowledge is the subject specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of topics including History of Art and modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. The substantive knowledge of Art and Design is outlined in the National Curriculum. At Grange, our substantive knowledge is progressive, built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

## Disciplinary Knowledge

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

## Procedural knowledge

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting and evaluating. Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative artwork. Procedural knowledge is represented by the stages of ‘visual literacy’, ‘generating ideas’, ‘create’ and ‘present’.

* **Visual Literacy:** The study of art history, art theory, specific artists and historical, social and economic contexts.
* **Generating ideas:** The opportunity to use mediums and materials, explore material properties & uses, and the chance to develop skills & ideas through practical approaches.
* **Create:** Invitation to plan creatively, make outcomes using original ideas, and the opportunity to adapt, refine and change creative outcomes.
* **Present:** The chance display and talk about our own creations and engage in critical discussions about own work and the work of our peers.

**Art Progression Map**

* Introduce the Learning Outcome of the lesson, making explicit how the small step fits into the wider learning journey.
* Bring the artwork to life in the classroom using all senses through physical artefacts or digital tools such as online galleries.
* Provide opportunities for subject-specific enrichment both inside and outside of school – allow children to see the artwork/ artists in real life as often as possible.
* Create opportunities for children to engage in the full process of being an artist, right through from research to display.
* Build in regular checks for understanding during lessons, including through assertive monitoring and targeted questioning, addressing misconceptions quickly and remodelling where necessary.
* Develop *substantive knowledge* of the key features and characteristics of art movements and artistic contexts studied.
* Ensure that the *disciplinary knowledge* of artistic elements, artistic language, use of equipment and component techniques are modelled and systematically developed.
* Ensure pupils experience the process of being an artist – the *procedural knowledge* of critiquing, generating ideas, creating and presenting.
* Ensure pupils take pride in their sketchbooks, treating each page as a work of art. Work should be creatively presented and extensive pieces of writing should be avoided.

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| **National Curriculum Programmes of Study and EYFS Framework**  |
| **EYFS (Development Matters & ELG)** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| *Nursery:**1.Explore different materials freely, to develop their ideas about how to use them and what to make.**2.* *Develop their own ideas and then decide which materials to use to express them.**3.* *Join different materials and explore different textures.**4.* *Create closed shapes with continuous lines and begin to use these shapes to represent objects.**5. Draw with increasing complexity and detail, such as representing a face with a circle and including details.**6.* *Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.**7. Explore colour and colour mixing.* Reception:*1.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,* *texture, form and function.**2. Share their creations, explaining* *the process they have used.* *3. Make use of props and materials when role playing characters in narratives and stories.*  | 1. *To use a range of materials creatively to design and make products*
2. *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
3. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
4. *To learn 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.*
 | 1. *To create sketch books to record their observations and use them to review and revisit ideas*
2. *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]*
3. *To learn about great artists, architects and designers in history*
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| **Substantive Knowledge**  |
|  | **EYFS** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
|  | **Nursery**:* Recognise that their ideas can be expressed in artwork.
* Children learn how to safely use simple tools to impact their artwork.
* Begin to know that some people are recognised as artists for their jobs.

**Reception**:* Understand that their ideas can be expressed in artwork.
* Begin to understand to express their emotions through their art.
* Create freely to record their ideas.
* Learn how to safely use a variety of tools to impact their artwork.
* Recognise some key art works and artists.
* Begin to comment on things that we like about our own and others’ artwork.

  | * Recognise that ideas can be expressed in artwork
* Create and explore with an open mind
* Use contextual knowledge as a stimulus for creativity
* Create original outcomes
 | * Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others
* Try out different activities and make sensible choices about what to do next
* Use sketchbooks to record ideas and experiences
* Create original, knowledge informed outcomes
 | * Gather and review information, references and resources related to their ideas and intentions
* Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
* Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others
 | * Select and use relevant resources and references to develop their ideas
* Use sketchbooks purposefully to improve understanding, inform

ideas and plan for an outcome * Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the

work of others   | * Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas
* Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/record information
* Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others
* Understand that artwork is made for a purpose
 | * Independently develop a range of ideas which show curiosity, imagination and originality
* Systematically investigate, research and test ideas and plans using

sketchbooks and other appropriate approaches * Create original, knowledge informed outcomes
* Analyse and evaluate own artwork and the work of others, making links and comparisons
* Understand that artwork is made for a purpose and has a specific audience
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| **Procedural Knowledge**  |
|  | **EYFS** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Visual** **Literacy**  | **Nursery**:* Know that art can be shown in different forms.

**Reception:*** Know that art can be shown in different forms and be able to name some of these forms.
* Know that artists have different styles.
* Demonstrate preferences for a

particular artist or art form. | * Reflect upon the artists’ work, and share your response verbally (“I liked…”)
* Know how to recognise and describe some simple characteristics of different kinds of art,

craft and design   | * Reflect upon the artists’ work, and share your response verbally

(“I liked…”) * Understand artists take their inspiration from around them, collecting and transforming
* Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
 | * Know about and describe the work of some artists,

craftspeople, architects and designers * Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of…”)
* To understand that visual artists look to other artforms for inspiration
* Understand artists often collaborate on projects, bringing

different skills together * Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
 | * Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”).
* Understand artists often collaborate on projects, bringing different skills together
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
 | * Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”)
* Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
 | * How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts
* Reflect upon the artists’ work, and share your response verbally (“I liked… I didn’t understand… it reminded me of… It links to…”)
* Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning
* Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils’ own creative response to the work
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| **Generate** **Ideas**  | **Nursery**:* Explore a range of art techniques: drawing, painting, printing,

collage, textiles, 3D work * Use some materials to craft, build and join.
* Show interest in the work of others

**Reception**:* Explore a range of art techniques: drawing, painting, printing,

collage, textiles, 3D work * Use a range of materials to craft, build and join
* Discuss ideas with others and collaborate.
* Copy the work of others.
* Use the ideas of others and expand on them to make them your own.
 | * Try out a range of materials and processes
* Show interest in the work of others
* Know the names of some of the tools, techniques and the formal elements

(colours, shapes, etc.) that they use  | * Deliberately choose to use particular techniques
* Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve
 | • Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.  | • Investigate the nature and qualities of different materials and processes systematically  | • Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)   | • Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques  |

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|  |  |  | **Procedural Knowledge**  |  |  |  |
|   | **EYFS** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Create**  | Nursery & Reception:• Work in a playful and exploratory way. | • Work in a playful, exploratory way, responding to a simple brief  | • Create with a variety of materials to make an outcome which responds to a loose brief.  | • Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief  | * Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)
 | * Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Use their acquired technical expertise to make work which

effectively reflects their ideas and intentions  | * Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief
* Use their acquired technical expertise to make work which

effectively reflects their ideas and intentions. * Independently select and use relevant processes in order to create successful work.
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| **Disciplinary Knowledge**  |
|   | **Early Years** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Drawing**  | **Nursery:**Can they make simple marks on a page? Are they beginning to make marks using a variety of drawing tools? Can they explore drawing on different surfaces e.g. floor, table top, easel? Can they use a comfortable grip with some control when holding pens and pencils? Can they create closed shapes with continuous lines, and begin to use these shapes to represent objects? Can they draw and begin to increase complexity- such as representing a face with a circle and including some details?**Reception:**Can they use a tripod grip and show good control when holding pens and pencils? Can they draw a simple picture of something they have observed? Can they investigate different lines and shapes used? Are they beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Are they beginning to show accuracy and care when drawing? | Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? | Can they use draw lines of different size and thickness? Can they use charcoal, pencil and pastels Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it? | Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they talk or write about their ideas and work? Can they use mark making and colour to create different tones? Can they use different pressures in pencil to create different tones and textures? | Can they observe secondary and primary resources and make some marks to match intentions? Can they develop a variety of different drawing techniques to create tone and texture in their work such as: hatching and blending? Can they explain why they have chosen specific materials and techniques to develop their work? | Can they identify and draw simple objects, and use marks and lines to produce texture? Do they successfully use shading to create mood and feeling? Can they select and use a variety of materials and techniques? Can they make first hand observations using different viewpoints and abstract representations? | Do their sketches communicate emotions and a sense of self with accuracy and imagination? Do they use a variety of techniques and pressures to add contrast to their work? Can they explain why they have chosen specific drawing techniques? Can they increase the detail in their work? |
| **Painting**  | **Nursery:**Do they explore paint, using fingers and other parts of their bodies as well as brushes? Can they select simple tools and use them appropriately? Can they explore colour and colour mixing.**Reception:**Can they explore paint using a range of tools? Can they use a range of tools correctly and explain why they are using them in that way? Can they paint a simple painting of a object they can see? Can they talk about what happens when they mix colours? | Can they communicate something about themselves in their paintings? Can they create moods in their paintings? Can they paint a picture of something they can see? Can they name the primary and secondary colours? | Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they look at the work of other artists and experiment with their approaches Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? | Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they use a range of brushes and techniques to create different effects? Can they confidently create different effects and textures with paint Can they create work in the style of different artists Can they work as an individual and as part of a group? | Can they mix primary colours to make secondary colours and different tints? Can they create mood in their paintings? Do they understand how complementary colours are used in art and design? Do they use equipment and materials with more confidence? | Can they create a range of moods in their paintings? Can they use brushstrokes and colour to create feelings and effects? Can they explore painting on different surfaces and scales? Can they use wax resist to create form? | Can they explain what their own painting style is? Can they show confidence in mixing colours and tints? Can they explain why they have chosen specific painting techniques? |
| **Printing**  | **Nursery:**Can they print with hands, feet or any found materials?Can they print with sponges, with guidance from an adult?**Reception:**Can they print with sponges, vegetables and fruit?Can they follow and create simple patterns?  | Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? | Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? | Can they make a printing block? • Can they make a 2 colour print? | Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? | • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? | Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? |
| **Textiles/3D** | **Nursery:**Can they begin to explore different textiles? Can they investigate sensory experiences? Can they begin to mould materials by pushing, pulling and rolling?**Reception:**Can they begin to describe materials by their texture? Can they begin to mould clay and playdough to make 2D and 3D shapes? Can they undertake some simple textile weaving and decoration? | Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? | Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? | • Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? | • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? • Can they use early textile and sewing skills as part of a project? | Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. | • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? |
| **Collage** | **Nursery:**Can they begin to rip or cut paper for a purpose? Can they use glue and spreaders? Can they make snips in materials? Can they begin to explore materials?**Reception:**Can they describe simple texture? Can they cut materials using scissors? Can they construct with a purpose in mind? Can they create collages with a variety of resources? Can they manipulate materials and refine work? | Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? | • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? | Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? | Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities? | Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities? | Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? |
| **Use of IT** | **Nursery:**Can they use a simple painting programme to mark make?**Reception:**Can they use a simple painting programme to create a simple drawing? Can they use tools such as a brushes, colours and rubbers?  | Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? | • Can they create a picture independently? • Can they use simple IT markmaking tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? | Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artists or style of art? | • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? | Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. • Can they create digital images with animation, video and sound to communicate their ideas | • Do they use software packages to create pieces of digital art to design. • Can they create a piece of art which can be used as part of a wider presentation? |
| **Sketchbooks** | **Nursery:** A range of the children’s work is displayed in the class floor book and children’s work is regularly celebrated through the ‘Artist of the Week’. **Reception:** A range of the children’s work is displayed in the class floor book to show the variety of skills taught. The children’s work each term is celebrated through the ‘Wow Work’ display, where children individually celebrate their achievements through their art work and also through the ’Artist of the Week’.  |  | • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using ‘annotation’ in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? | • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? | Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? | Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? | Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? |
| **Knowledge**  | **Nursery:**Can they talk about what they see in a piece of artwork?**Reception:**Can they talk about what they like or dislike in a piece of artwork? Can they talk about the colours mainly used by an artist? | Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art? | Can they link colours to natural and man-made objects? • Can they say how other artists have used colour, pattern and shape? • Can they create a piece of work in response to another artist’s work? | • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? | Can they experiment with different styles which artists have used? • Can they explain art from other periods of history? | Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? | Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design? |

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| **Art and Design Whole School Coverage at Grange** |
|  | **EYFS** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Artist Study** | **Pablo Picasso- Nursery****Piet Mondrian- Reception** | **Jackson Pollock****Henri Matisse** | **Wassily Kandinsky****Paul Klee** | **Georgia O’Keefe****Andy Goldsworthy****Andy Warhol** | **Vincent Van Gogh****Antoni Gaudi****Banksy** | **Roy Lichenstein****Henri Rousseau****Peter Thorpe** | **Keith Haring****Leonardo DaVinci****David Hockney****Piet Mondrian** |
| Aut 1 | **Nursery:**Self portraits Collage farm animals and spiders for nursery rhymesPrinting animal patterns using spongesPrinting outlines of houses with bricksDrawing people and pets who live with usPainting Autumn leaves and printing with autumn leaf sponges. **Reception:**Drawing: Self-PortraitsPainting: Self-PortraitsDrawing: characters from the story ‘The Gruffalo’ from objects, story book and real animal photos. Drawing: creating their own terrible creatures, with inspiration from real animal photos. Collage: Creating Rosie from ‘Rosie’s Walk’, using paper plates and different coloured paper. Drawing: observational drawings of autumn objects. 3D: Clay hedgehogsPrinting- Halloween pumpkins with apples.  | Artist Study: Jackson PollockSelf-Portraits Colour mixingJackson Pollock inspired artSpider painting | Self-PortraitsArtist Study: Wassily KandinskyExplore colour blocks, paint and coloured paper.Painting: Circles in art books, copy of his workCollage (Mask and shield)Creates cards using his designs as inspiration. | Self-PortraitsArtist Study: Georgia O’KeefeDrawing - FlowersPainting - Flowers | Self-PortraitsArtist Study: Antoni GaudiCollage: Make a Roman mosaic | Self-PortraitsArtist Study: Henri Rousseau Painting in the style of Henri Rosseau to show mood and emotionSketching | Self-PortraitsTopic focus: Romeo and JulietCollage (Mask)Drawing (Advertising poster, Edwardian costume, character sketches) |
| Aut 2 | **Nursery:**Making firework pictures using paint and glitterPrinting poppies with sponges Tissue paper poppy collages Painting Mendhi handsPainting colour wheels using primary coloursMaking Christmas cards and decorations using collage materials**Reception:**Collage- constructing the bridge for ‘The Three Billy Goat’s Gruff’.Use of IT: Drawing the dream home for ‘The Three Little Pigs’ with inspiration from houses around the world. Collage: using different materials to make the three houses from ‘The Three Little Pigs’. Collage- group gingerbread man using a variety of craft resources. Printing- firework tubes. Drawing: chalking shapes and lines to make fireworks.Collage- Using rice, pasta and coloured sand to make Rangoli patterns. Painting: watercolour nativity scene. Painting: Pinecone Christmas trees.  |  | Artist study: Paul KleeSketching pencil grades of different settingsTones in colour, painting into books. Evaluation of his work, written piece in booksDrawing inspired by his Senecio piece.Observation drawings of shapesPeer review of terms work. | Artist Study: Andy Goldsworthy**Collage:** Create own black hole/Andy Goldsworthy inspired piece of art3D: Make a Greek pot out of clay | Artist Study: Antoni GaudiDigital art | Vector drawings | Artist study: Keith HaringKnowledgeStyle: Graffiti artDrawing (Keith Haring inspired figures, Climate Change persuasive poster)Collage (Keith Haring images)Printing: Graffiti tagPainting (Christmas art) |
| Spr 1 | **Nursery:**Vehicles collagesJunk modelling emergency servicesMaking lanterns – collage.**Reception:**Collage: emergency vehicles.Painting- Painting winter trees with paintbrushes and dobbing with cotton buds for snow. Collage- Six Dinner Sid’s plate using different craft resources. Drawing: animal x-rays with chalk. Collage- owl babies using materials. 3D: owl making with playdough and craft resources.Drawing: animals and their habitats from objects and real images. Painting: animals and their habitats from objects and real images. Printing- love heart pipe cleaner paint collage. |  | Landscape drawing Explore famous great fire of London image.Colour mixing with paintExploring silhouettes using paper as objects,Use of chalk to create a mix of colours in one tone. | Key artist: Andy WarholDrawing Use of IT:Use printed images and combine them with mixed media to create Andy Warhol style images3D: Paper mache volcano | Artist Study: BanksyDrawing: Design and make own stencil to create a piece of art. | Topic: EgyptiansPrinting inspired by Ancient Egyptian Hieroglyphics (line)  | Topic focus: VikingsDrawing: Longship, knotted dragon  |
| Spr 2 | **Nursery:**Painting caterpillars and butterflies.Collage lifecycle of butterfly paper platesPainting sunflowersBlossom tree collages.**Reception:**Drawing: observational drawings of butterflies. Drawing: observational drawings of flowers.Collage- creating a boat from different craft resources. Painting: fork painted chicks.Painting: marble paint eggs. Collage- nature eggs. Printing: blossom trees with sponges and broccoli.  | Textiles: Weaving- Selecting and using different materials for a purposeEnd outcome- Dream Catchers**Knowledge** | Artist study: Georges SeuratDigital Art- taking a photo and changing it using paint. Print black and white picture and use colour over the top.Pointillism- using cotton buds to explore shape Create a landscape using felt tips as the medium. | Artist Study: Alexander NepoteDrawingPaintingEnd outcome: Using sketching and painting techniques to create a rocky landscape inspired picture. | Artist Study: VariousHistory of art studyHow has art changed over the last 100 years? | Artist Study: Peter ThorpeTextiles: Make a textile hanging for a space themed bedroom | Topic focus: Isle of WightDrawing (Isle of Wight images)Painting: IOW beaches |
| Sum 1 | **Nursery:**Painting bears using forks to add texturePainting pigs, adding details to our paintingsExploring colour mixingUsing collage materials to make the big bad wolfPainting fairytale castlesUsing collage materials to make a dress for a princessMaking glitter dinosaurs.**Reception:**Drawing: observational drawings of ducklings.Drawing: chalk galaxyPainting: planets from photos. 3D: junk modelling rockets. Textiles: moon/planet wool wrapping. Printing- Moon Foil printing. **Artist Study- Piet Mondrian****Drawing: lines with a ruler to create different sizes of shapes and using primary colours for a purpose.**  | Printing: A repeating pattern for a display background**Knowledge** | Artist Study:, Piet MondrianEvaluate his workCubism- explore shapes and the sizes they could be.Create- using shapes to create a modern take on Piet Mondrian.Textiles: Sewing a Katie Morag Blanket  | Topic: The Mediterranean Key artists: European artists Matisse and MonetDrawing Painting: Paint a Mediterranean style imageTextiles/Collage: Design and sew a cushion (D and T) | Artist Study: Vincent Van GoghDrawing: Still art and reflection |  | Topic focus: The MayanCollage: Design Mayan maskPainting: Mayan design |
| Sum 2 | **Nursery:**Making pirate faces using paper platesPainting a pirate shipDecorating pirate flagsPainting sea creaturesCreating own under the sea pictures using paint.**Reception:**Drawing: observational fruit drawing. Collage: Types of holidays scenes. Textiles: paper and felt basket weaving. 3D: Lollipop stick aeroplanesUse of IT: designing a pirate map.  | Artist Study: Henri MatisseCollage: Henri Matisse collage3D: Henri Matisse collage | Artist Study: Andy Warhol Evaluate work Create own through digital art using photographs of themselves.Collage, using different textures to create the colour block and contrast between the subject. Paint- the subject  | Artist Study: Vincent Van GoghDrawing: Still art and reflection  | Artist study:Roy Lichtenstein/ Andy Warhol  (Pop Art study) Sketching/shading Pop art replica 3D – Make a map of a US state (D and T) | Artist Study: Piet Mondrian and Leonardo DaVinciKnowledgeDrawing: Human anatomy, inventions, Modern day Mona Lisa,Vitruvian manPainting (Mona Lisa)Use of IT: Piet Mondrian style images |

**Skills Coverage by Year group**

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| Skills | Drawing | Painting | Printing | 3D/Textiles | Collage | Use of IT | Knowledge | Sketchbooks |
| EYFS |  |  |  |  |  |  |  | Class Floor Book |
| Y1 |  |  |  |  |  |  |  |  |
| Y2 |  |  |  |  |  |  |  |  |
| Y3 |  |  |  | Through D and T |  |  |  |  |
| Y4 |  |  |  |  |  |  |  |  |
| Y5 |  |  |  | Through D and T |  |  |  |  |
| Y6 |  |  |  |  |  |  |  |  |

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|  |  | **Art Vocabulary Progression**  |  |
|   | EYFS  | Years 1 & 2  | Years 3 & 4  | Years 5 & 6  |
| **Drawing**  | **F**inger, stick, chalk, pastel, felt tip, chalk**,** pencil, charcoal   | Self portrait, portrait/landscape (paper arrangement) smudge, blend  | Still life, observational, landscape emotion, sketch, scale  | Expression, proportion, mood, distance, foreground, hatching, blending, stippling   |
| **Painting**  | Sponge, brush, hand, stick, roller, stamp, | Pallet, mix, feelings, skin tone   | Wash, blocking in, colour wheel   | Watercolour, acrylic, realistic, abstract, layer, canvas  |
| **3D** | Clay, plasticine, dough, explore, roll, cut, join, squeeze, press, stick, glue, rolling pin, tape    | Manipulate, knead, connect, mould, carve, pinch, attach, impress, decorate   | Sculpt, slab, coil, slip, recycled, natural, mad made, environmental sculpture, construct,  | **G**laze, polish, ceramic, maquette, Papier Mache  |
| **Collage**  | Cut, rip, tear, arrange, stick, paper, tissue, foil, card, natural materials, fabric, pasta/rice  | Create, variety, images, media, materials, crepe paper, magazines, sort, group, fold, crumple, overlap  | Mosaic, photograph, montage, collection  | Mosaic, assemblage, mixed media, adhesive, embellish  |
| **Textiles**  | Wool, thread, join, fabric, decorate, weave, felt  | Stitch, running stitch, needle, knot, fray, fringe, twist plait    | Weave, loom, warp, weft, apply, secure   | Batik, dye, resist, wax  |
| **Printing**  | Press, rub, print, pattern | Printing black, press print, mono print    | Overlay, relief, impressed   | Carve, negative space, positive space  |
| **Line**  | Line, thin, wavy, straight, zigzag    | Soft, broad, narrow, fine, shape, bold, vertical, horizontal, diagonal  | Outline, faint, broken continuous    | Angular, flowing, free hand, blurred, controlled, meandering,  |
| **Shape/Form**  | Shape, circle, square, triangle, rectangle, long, short, round, straight  | Oval, curvy/curved**,** natural, manmade  | Form, shapes, third dimension**,** figure  | Organic,proportion, fluid,   |
| **Tone**  |  |  | Tone, contrast, shading, highlight, shadow, solid  | Tonal contrast, smooth, harsh, variations, diffused, density |
| **Colour**  | Colour names, dark, light, mix   | Primary colours names, secondary colour names, shad, tint, warm, cool, multi-coloured   | Primary, secondary, tint, tone, shade, bright, deep, pale,   | Contrasting, complimentary, harmonious, vibrant, deep, atmosphere, hue, pastel, dull  |
| **Texture**  | Hard, soft, bumpy, smooth, shiny**,** wet, dry  | Rough, wrinkly,surface, rough, spikey, shiny, bumpy,    | Grainy, cracked, corrugated, rubbery,  | Coarse, uneven, silky  |
| **Pattern**  | Repeat  | Symmetrical, simple, stripe, spot   | Continuous, spiral  | Intricate, rhythm, balance  |
| **Composition**  |   |   | Background, foreground, middle ground  | Perspective, single focal point, horizon, composition, scale, foreground, middle ground, background  |