



Art Curriculum

Intent

Our Art curriculum plans are designed to ensure there is a systematic approach to the development of artistic skills and creativity. The children practice their drawing, painting and sculpture skills each year, develop an art-based vocabulary, and learn about the work of past and present artists, designers and makers. By the end of Y6, the children will have developed a good level of skill in a range of mediums. They will be able to use a sketchbook to bring their ideas together and to develop their thinking of art beyond the classroom.

Implementation

Drawing Progression across KS1

Drawing				
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	<u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	<u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	<u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	<u>Texture</u> Investigate textures by describing, naming, rubbing, copying

Drawing progression across KS2

Drawing				
Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks</u> 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 and other implements to create lines and marks.	<u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

<u>Class 1 (EYFS, Yr1 and Yr2)</u>			
	<u>Media</u>	<u>Focus</u>	<u>Artist /Hook</u>
<u>Year A</u>	<ul style="list-style-type: none"> • Digital Media • Painting • 3-D/Sculpture 	<ul style="list-style-type: none"> • Ourselves • Famous People and Events • Castles and Fairytales 	<ul style="list-style-type: none"> • Roy Lichtenstein • David Best, Ron Embleton and other images of the great fire of London • Paul Klee and Andy Goldworthy
<u>Year B</u>	<ul style="list-style-type: none"> • Textiles • Collage • Printing 	<ul style="list-style-type: none"> • Celebrations • Big Beasts • Seaside 	<ul style="list-style-type: none"> • Exploring World Culture • Henri Rousseau and Vincent Van Gough • Hokusai

<u>Class 2 (Y3, 4, 5, 6)</u>			
	<u>Media</u>	<u>Focus</u>	<u>Artist / Hook</u>
Year A	<ul style="list-style-type: none"> • 3-D / Sculpture • Digital Media 	<ul style="list-style-type: none"> • Roman Mosaics • WW1 	<ul style="list-style-type: none"> • Antoni Gaudi • MC Escher
Year B	<ul style="list-style-type: none"> • Painting (watercolour) • Painting (Acrylic) 	<ul style="list-style-type: none"> • Cave paintings • Water 	<ul style="list-style-type: none"> • Folk Art / Cave paintings • Hokusai
Year C	<ul style="list-style-type: none"> • Print Making • Textiles 	<ul style="list-style-type: none"> • Victorians • 	<ul style="list-style-type: none"> • William Morris •
Year D	<ul style="list-style-type: none"> • Mixed-media • Sculpture 	<ul style="list-style-type: none"> • The World • Anglo-Saxon Jewellery / shields 	<ul style="list-style-type: none"> • Individual artist research • Artefacts from Sutton-Hoo

Impact

At the start of each unit children will share what they already know and discuss how they would like to develop their skills and knowledge. At the end of the unit, children will revisit their initial discussion, add their new knowledge and consider how their skills have developed. The topic knowledge organiser will have a list of key words which should be familiar to all children at the end of their learning journey and will be quizzed and discussed to assess understanding.