

Inspiration

I am an artist because I am inspired by great artists and creative works from different places and times.

Art Curriculum **BIG IDEAS**



Expression

I am an artist because I use my creativity to express my thoughts, feelings and ideas and represent the world around me.

Experimentation

I am an artist because I explore a range of skills, materials and tools.



Art Curriculum

BIG IDEAS: Teaching Approaches

BIG IDEA	EYFS & KS1	KS2
INSPIRATION	<ul style="list-style-type: none">◇ Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.◇ Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).	<ul style="list-style-type: none">◇ Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon their responses.◇ Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.
EXPRESSION	<ul style="list-style-type: none">◇ Respond to different stimuli, such as painting to music.◇ Talk about other people's artwork, encouraging children to express and share their opinion.◇ Celebrate places where pupils diverge from the task (as being signs they are owning their learning).	<ul style="list-style-type: none">◇ Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Help children to feel a sense of ownership about the sketchbook, allowing every child to work at own pace, following their own exploration.◇ Develop questions to ask when looking at artworks and /or stimulus:<ul style="list-style-type: none">• Describe the artwork.• What do you like/dislike? Why?• Which other senses might you bring to this artwork? How does it make you feel?• What is the artist saying to us in this artwork?• How might it inspire you to make your own artwork?• Who or what else might you look at to help feed your creativity?
EXPERIMENTATION	<ul style="list-style-type: none">◇ Generate ideas through playful, open-ended, hands-on exploration of materials and tools.	<ul style="list-style-type: none">◇ Continue to generate ideas through space for playful making.◇ Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).



Art Curriculum

Skills Progression

Skills	Year 1	Year 2	Year 3
Developing Ideas	<ul style="list-style-type: none"> ◇ Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> ◇ Use a sketchbook to plan and develop simple ideas. ◇ Use a sketchbook to plan and develop simple ideas. ◇ Build information on colour mixing, the colour wheel and colour spectrums. ◇ Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> ◇ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. ◇ Identify interesting aspects of objects as a starting point for work. ◇ Use a sketch book to express feelings about a subject ◇ Make notes in a sketch book about techniques used by artists ◇ Annotate ideas for improving their work through keeping notes in a sketch book
Drawing	<ul style="list-style-type: none"> ◇ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. ◇ Begin to control the types of marks made with the range of media. ◇ Draw on different surfaces with a range of media. ◇ Develop a range of tone using a pencil and use a variety of drawing techniques (hatching, scribbling etc). 	<ul style="list-style-type: none"> ◇ Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. ◇ Draw lines/marks from observations. ◇ Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. ◇ Understand tone through the use of different grades of pencils (HB, 2B, 4B). 	<ul style="list-style-type: none"> ◇ Develop intricate patterns/ marks with a variety of media. ◇ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. ◇ Begin to indicate facial expressions in drawings ◇ Begin to show consideration in the choice of pencil grade they use
	Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne		Possible Artists: Picasso, Hopper, Surrealism etc.
Painting	<ul style="list-style-type: none"> ◇ Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. ◇ Explore techniques such as lightening and darkening paint without the use of black or white. ◇ Begin to show control over the types of marks made. ◇ Paint on different surfaces with a range of media. ◇ Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> ◇ Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. ◇ Understand how to make tints using white and tones by adding black to make darker and lighter shades. ◇ Build confidence in mixing colour shades and tones. ◇ Be able to mix all the secondary colours using primary colours confidently. ◇ Continue to control the types of marks made with the range of media. ◇ Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 	<ul style="list-style-type: none"> ◇ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ◇ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. ◇ Become increasingly confident in creating different effects and textures with paint according to what they need for the task. ◇ Understand how to create a background using a wash.
	Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal		Possible Artists: Rothko, Rivera, O'Keefe, Abstract, Expressionism



Art Curriculum

Skills Progression

Skills	Year 1	Year 2	Year 3
Sculpture	<ul style="list-style-type: none"> ◇ Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. ◇ Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. ◇ Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ◇ Impress and apply simple decoration techniques, including painting. ◇ Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> ◇ Use equipment and media with increasing confidence. ◇ Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc ◇ Explore carving as a form of 3D art. 	<ul style="list-style-type: none"> ◇ Use equipment and media with confidence. ◇ Begin to show an awareness of objects having a third dimension and perspective. ◇ Learn to secure work to continue at a later date. ◇ Join two parts successfully. ◇ Construct a simple base for extending and modelling other shapes. ◇ Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. ◇ Produce more intricate surface patterns/ textures and use them when appropriate. ◇ Produce larger ware using pinch/ slab/ coil techniques. ◇ Continue to explore carving as a form of 3D art. ◇ Use language appropriate to skill and technique.
	<p>Possible Artists: Hepworth, Arp, Nevelson, Gabo.</p>		<p>Possible Artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India (Flip-flop art).</p>
Printmaking	<ul style="list-style-type: none"> ◇ Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ◇ Experience impressed printing: e.g. printing from objects. ◇ Use equipment and media correctly and be able to produce a clean printed image. ◇ Explore printing in relief: e.g. String and card. ◇ Begin to identify forms of printing: Books, posters pictures, fabrics. ◇ Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> ◇ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ◇ Demonstrate experience at impressed printing: drawing into ink, printing from objects. ◇ Use equipment and media correctly and be able to produce a clean printed image. ◇ Make simple marks on rollers and printing palettes ◇ Take simple prints i.e. mono - printing. ◇ Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> ◇ Print simple pictures using different printing techniques. ◇ Continue to explore both mono-printing and relief printing. ◇ Demonstrate experience in 3 colour printing. ◇ Demonstrate experience in combining prints taken from different objects to produce an end piece.
	<p>Possible Artists: Warhol, Hokusai, Hiroshige, Escher</p>		<p>Possible Artists: Morris, Labelling</p>



Art Curriculum

Skills Progression

Skills	Year 1	Year 2	Year 3
Art Through Technology	<ul style="list-style-type: none"> ◇ Take a self-portrait or a photograph. □ Use a simple computer paint program to create a picture. 	<ul style="list-style-type: none"> ◇ Understand how to use 'zoom' to show an object in detail – e.g. using a view-finder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> ◇ Use printed images taken with a digital camera and combine them with other media to produce art work ◇ Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) ◇ Take photographs and explain their creative vision
Responding to Art	<ul style="list-style-type: none"> ◇ Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. ◇ Explore 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. 	<ul style="list-style-type: none"> ◇ Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. ◇ Express thoughts and feelings about a piece of art. ◇ Reflect and explain the successes and challenges in a piece of art created. ◇ Explain how a piece of art makes them feel – link to emotions. ◇ Identify changes they might make or how their work could be developed further. 	<ul style="list-style-type: none"> ◇ Continue to explore 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 ◇ Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. ◇ Respond to art from other cultures and other periods of time.



Art Curriculum

Skills Progression

Skills	Year 4	Year 5	Year 6
Developing Ideas	<ul style="list-style-type: none"> ◇ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ◇ Express likes and dislikes through annotations ◇ Use a sketch book to adapt and improve original ideas ◇ Keep notes to indicate their intentions/ purpose of a piece of work 	<ul style="list-style-type: none"> ◇ Use sketchbooks Plan a sculpture through drawing and other preparatory work. ◇ Use the sketch book to plan how to join parts of the sculpture. ◇ Keep notes which consider how a piece of work may be developed further ◇ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ◇ Adapt work as and when necessary and explain why. 	<ul style="list-style-type: none"> ◇ Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. ◇ Annotate work in sketchbook. ◇ Use the sketch book to plan how to join parts of the sculpture. ◇ Annotate work in sketchbook.
Drawing	<ul style="list-style-type: none"> ◇ Develop intricate patterns using different grades of pencil and other implements to create lines and marks. ◇ Draw for a sustained period of time at an appropriate level. ◇ Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. ◇ Have opportunities to develop further drawings featuring the third dimension and perspective. ◇ Further develop drawing a range of tones, lines using a pencil. ◇ Include in their drawing a range of technique and begin to understand why they best suit. ◇ Begin to show awareness of representing texture through the choice of marks and lines made ◇ Attempt to show reflections in a drawing ◇ Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. 	<ul style="list-style-type: none"> ◇ Work in a sustained and independent way to create a detailed drawing. ◇ Develop a key element of their work: line, tone, pattern, texture. ◇ Use different techniques for different purposes i.e. shading, hatching within their own work. ◇ Start to develop their own style using tonal contrast and mixed media. ◇ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. ◇ Begin to develop an awareness of composition, scale and proportion in their paintings. ◇ Use drawing techniques to work from a variety of sources including observation, photographs and digital images. ◇ Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> ◇ Work in a sustained and independent way to develop their own style of drawing. ◇ This style may be through the development of: line, tone, pattern, texture. ◇ Draw for a sustained period of time over a number of sessions working on one piece. ◇ Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. ◇ Develop their own style using tonal contrast and mixed media. ◇ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. ◇ Develop an awareness of composition, scale and proportion in their paintings.
	Possible Artists: Goya, Sargent, Holbein	Possible Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt	Possible Artists: Have opportunity to explore modern and traditional artists using ICT and other resources



Art Curriculum

Skills Progression

Skills	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> ◇ Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ◇ Start to develop a painting from a drawing. ◇ Begin to choose appropriate media to use. ◇ Use light and dark within painting and show understanding of complimentary colours. ◇ Mix colour, shades and tones with increasing confidence. ◇ Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> ◇ Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ◇ Mix and match colours to create atmosphere and light effects. ◇ Mix colour, shades and tones with confidence building on previous knowledge. ◇ Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> ◇ Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. ◇ Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ◇ Mix colour, shades and tones with confidence building on previous knowledge. ◇ Understanding which works well in their work and why.
	Possible Artists: Hopper, Rembrandt.	Possible Artists: Lowry, Matisse, Magritte.	Possible Artists: Opportunity to explore modern and traditional arts.
Sculpture	<ul style="list-style-type: none"> ◇ Work in a safe, organised way, caring for equipment. ◇ Secure work to continue at a later date. ◇ Make a slip to join to pieces of clay. ◇ Decorate, coil, and produce maquettes confidently when necessarily. ◇ Model over an armature: newspaper frame for modroc. ◇ Use recycled, natural and man-made materials to create sculptures. ◇ Adapt work as and when necessary and explain why. ◇ Gain more confidence in carving as a form of 3D art. ◇ Use language appropriate to skill and technique. ◇ Demonstrate awareness in environmental sculpture and found object art. ◇ Show awareness of the effect of time upon sculptures. 	<ul style="list-style-type: none"> ◇ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. ◇ Show experience in combining pinch, slabbing and coiling to produce end pieces. ◇ Develop understanding of different ways of finishing work: glaze, paint, polish ◇ Gain experience in modelling over an armature: newspaper frame for modroc. ◇ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ◇ Show increasing confidence to carve a simple form. ◇ Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> ◇ Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. ◇ Model and develop work through a combination of pinch, slab, and coil. ◇ Work around armatures or over constructed foundations. ◇ Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. ◇ Demonstrate experience in relief and freestanding work using a range of media. ◇ Recognise sculptural forms in the environment: Furniture, buildings. ◇ Confidently carve a simple form. ◇ Solve problems as they occur. ◇ Use language appropriate to skill and technique.
	Possible Artists: Egyptian Artefacts, Christo.	Possible Artists: Frink, Balla, Andre	Possible Artists: Opportunity to explore modern and traditional arts.



Art Curriculum

Skills Progression

Skills	Year 4	Year 5	Year 6
Printing	<ul style="list-style-type: none"> ◇ Increase awareness of mono and relief printing. ◇ Demonstrate experience in fabric printing. ◇ Expand experience in 3 colour printing. ◇ Continue to experience in combining prints taken from different objects to produce an end piece. ◇ Create repeating patterns. 	<ul style="list-style-type: none"> ◇ Use tools in a safe way. Continue to gain experience in overlaying colours. ◇ Start to overlay prints with other media. ◇ Use print as a starting point to embroidery. Show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> ◇ Demonstrate experience in a range of printmaking techniques. ◇ Describe techniques and processes. ◇ Adapt their work according to their views and describe how they might develop it further. ◇ Develop their own style using tonal contrast and mixed media.
	Possible Artists: Rothenstein, Kunisada	Possible Artists: Advertising, Bawden	Possible Artists: Have opportunity to explore modern and traditional arts
Art Through Technology	<ul style="list-style-type: none"> ◇ Create a piece of art which includes integrating a digital image they have taken. ◇ Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> ◇ Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. ◇ Compose a photo with thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> ◇ Have opportunity to explore modern and traditional artists using ICT and other resources. ◇ Combine a selection of images using digital technology considering colour, size and rotation.
Responding to Art	<ul style="list-style-type: none"> ◇ Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ◇ Begin to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> ◇ Recognise the art of key artists and begin to place them in key movements or historical events. ◇ Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ◇ Identify artists who have worked in a similar way to their own work. ◇ Explore a range of great artists, architects and designers in history. ◇ Compare the style of different styles and approaches. 	<ul style="list-style-type: none"> ◇ Discuss and review own and others work, expressing thoughts and feelings explaining their views. ◇ Identify artists who have worked in a similar way to their own work. ◇ Explore a range of great Artists, architects and designers in history. ◇ Consider the use of colour for mood and atmosphere.



Art Curriculum

Whole School Vocabulary Progression

Year groups have key art vocabulary linked to **colour**, **pattern**, **texture**, **line**, **shape**, **form** and **space**. This vocabulary should be taught within the year group but reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills.

KS1	Year 3	Year 4	Year 5	Year 6
<p>The art vocabulary; colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as subject specific vocabulary linked to the art unit being taught.</p>	<ul style="list-style-type: none"> ◇ Primary - primary colours are red, yellow and blue. ◇ Secondary - secondary colours are made by mixing two primary colours. They make orange, green and purple. ◇ Texture - what artwork feels like or looks like it might feel like. ◇ Pattern - a design in which lines, shapes, forms or colours are repeated. ◇ Perspective - depicting 3D objects on a 2D piece of paper. ◇ Tone - is produced either by mixing a colour with grey, or by both 	<ul style="list-style-type: none"> ◇ Tint - is a mixture of a colour with white, which reduces darkness. ◇ Complementary colours - are opposite to each other on the colour wheel, so they create a strong contrast. ◇ Focal Point - is the area the viewer's eye is naturally drawn. ◇ Horizon - is a horizontal line that runs across the paper to represent where the sky meets the ground. ◇ Background and foreground—what is perceived as furthest away and closest to the viewer. 	<ul style="list-style-type: none"> ◇ Shade - shade is a mixture with black, which increases darkness. ◇ Atmosphere - a feeling or mood created pictorially. ◇ Geometric - the use of straight lines and shapes. ◇ Composition - the arrangement and placement of objects in a piece of art. ◇ Scale - refers to the size of an object in relationship to another object. ◇ Proportion - refers to the size of the parts of an object in relationship to other parts of the same object. 	<ul style="list-style-type: none"> ◇ Tonal contrast - is created when light tones and dark tones lie alongside each other e.g. monochrome images ◇ Mixed media - art form that combines a variety of media in a single artwork ◇ Form - the shape in artwork. ◇ Negative and positive space—positive space is the area taken up by objects in the picture and negative space is the area around.