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### **Art and Design Curriculum Vision and Rationale:**

The aim of our Art and Design curriculum is to inspire pupils' curiosity and creativity, so that they have the confidence to engage with art as a consumer and express themselves through a variety of artistic media. The subject exposes them to a wealth of art and artists from different times and cultures providing them with a broad understanding of what art is. It has a significant impact on whether they are secondary ready. In our curriculum, children work as young artists and art historians to develop skills in being able to engage with and read into works of art and use a range of techniques to create their own art and design work. Art and Design includes education and citizenship, which underpin the developments of children spiritually, morally, socially and culturally (known as SMSC).

### **Curriculum Intentions:**

#### **1. Reading, Language and Vocabulary development at heart off the curriculum**

A range of non-fiction resources are used to generate questions and give vocabulary in context. Children are expected to discuss and respond to art and design both orally, in their writing and through their own works of art and design. Tier 3 ambitious vocabulary is pulled out in every lesson and used repeatedly in context to develop understanding and retention. Vocabulary is available visually across the school e.g. in displays.

#### **2. Experiential learning opportunities, to excite, enthuse and engage. Raising Aspirations.**

Every year each year group will take part in at least one art and design focused field trip; this may be a visit to a gallery or the opportunity to create art outside the classroom. It is important that children learn that art is about expression and not about recreating a photographically accurate representation; in this way we endeavour to develop children's confidence in seeing themselves as artists by placing value on expression and creativity. Each class will use technology to enhance the children's experiences of works of art which are not easily accessible e.g. Google Expeditions, and gallery websites. Art and Design is regularly linked to real world careers and opportunities so that children have an enthusiasm about the relevance of the subject.

#### **3. Creativity and Innovation. Developing independence, thinking and questioning.**

Through their exploration of how art and design are used in the real world to manipulate the consumer through advertising and propoganda children become safer and more independent in the face of "fake news" and marketing manipultion. Children are given opportunities to devleop their own persuasive works of art and design. Children learn to ask questions of and develop narratives from the art they are exploring. Children's resilience is developed by overcoming personal challenges and minor setbacks in their work; they learn that artists do not "get it right the first time" but work through mistakes to develop and improve their art and adopt the same approach to their work.

#### 4. Children as teachers, sharing knowledge. Knowing more and remembering more.

We recognise that when children explain or teach a skill, they have learnt they are more likely to retain it. In art and design, regular opportunities are provided for children develop their own knowledge or artists and designers by sharing, what they have learnt, with teachers, parents and peers. This ensures children can question and be questioned, supporting a depth of knowledge and the ability to make connections within art and design and beyond.

#### 5. Valuing each other. Promoting, respect, responsibility tolerance and understanding

Art and design develops knowledge and understanding of different cultures, life experiences and views of the world developing children's respect for people around the world. Seeing the world through the eyes of another promotes empathy. Children will consider the environment and their impact on it through using reclaimed and recycled materials and projects studying artists and designers who do the same.

#### All lessons will:

- Have clear objectives
- Pose a question to investigate
- Have vocabulary at the heart
- Include modelling (where appropriate)
- Encourage active learning and gamification
- Will provide opportunities for children to independently apply skills
- Provide rich and useful resources

#### Evidence base:

We combine talk-led, active and collaborative approaches in our curriculum delivery. Key evidence and approaches used to inform our curriculum and delivery include:

- The Path to Success Pedagogical model: TT Education
- Cooperative Learning: Dr Spencer Kagan

- Gamification: Professor Karl Kapp

*“Games are everything we say should be a part of great instructional design. They engage the learner are interactive, and enable the learner to get immediate feedback and demonstrate mastery.”*

**Art Knowledge and Skills - Foundation Stage**

Expressive Art and Design (Art and Design , DT , Music , Drama and Role Play)					
	Area of Learning		Skills and Knowledge we want the children to have at end of EYFS	ELG	FS vocabulary
FS	<p><b>Expressive Art and Design:</b></p> <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><b>FS1</b>  <b>Painting, drawing, collage and sculpture:</b> Able to mix primary colours to an appropriate consistency, able to name colours, can hold a paintbrush in the palm of their hand.            Draw faces with features and draws enclosed spaces, giving meaning.            Able to use glue sticks, spatulas and add other materials to develop models (eg tissue paper, glitter).  <b>Music</b> - Enjoys listening to and responds to music, talks about how music makes them feel. Explores instruments and is beginning to names them (drum, tambourine, maracas, triangle).  <b>Singing and dancing:</b> Copies basic actions and moves to music. Learns short routines, beginning to match pace. Sings in a small group and knows some words when singing.  <b>Small world:</b> Plays with familiar resources. Simple small world (farms, cars, trains, dolls).Starting to develop own storylines using own experiences, rhymes and stories.</p> <p><b>FS2</b>  <b>Autumn Term</b>  <b>Painting (incl printing) :</b> able to mix primary colours to make secondary colours            Use a thick paintbrush using tripod grip  <b>Drawing:</b> Draws people from their family and self portraits  <b>Collage:</b> joins items with glue and tape  <b>Sculpture (form):</b> Builds simple models incl walls, roof and towers            Manipulates clay or playdough (rolls, cuts, squashes, pinches, twists)  <b>Photography:</b> know how to use the ipad to take a photo and load onto an appropriate programme</p>	<ol style="list-style-type: none"> <li>To know how to mix colours</li> <li>To know some songs, rhymes and poems</li> <li>To be able to plan do and review their work</li> </ol>	<p><b>Expressive Arts and Design</b>  <b>ELG: Creating with Materials</b>            Children at the expected level of development will:            - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  <b>ELG: Being Imaginative and Expressive</b>            Children at the expected level of development will:            - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and</p>	<p>colour            shape(s)            line(s)            draw            paint            make            design            material            describing            texture and            material            naming different            media            scrunch, twist,            fold, bend, roll,            smooth,            bending, rough,            hard, weave,            flexible, rigid            rolls, cuts,            squashes,            pinches, twist</p>

**Focus Artists:** Yayoi Kusama (focus orange, pumpkins and dots), Yves Klein (focus on paint and blue) Matisse (The Snail - collage).  
**Books:** Books about artists and colour mixing.  
**Music:** Responds to music through movement and can identify if music is "happy, scary or sad". Uses claves to tap out pulse  
**Singing:** Joins in songs as a group  
**Dancing:** Moves in response to the music  
**Role play:** Accesses small world, home corner etc and takes part in role play activities with peers or adult  
**Spring Term**  
**Painting:** Add white or black paint to alter tint or shade  
 Experiment with different brush sizes and tools to add detail  
 Print with different resources  
**Drawing:** Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features  
**Collage:** joins items in a variety of way: masking tape, string, ribbon  
**Sculpture (form):** Builds models that replicate real life. Use a variety of resources including natural.  
**Photography:** Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.)  
**Artists:** Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf  
 Ansel Adams and others (Outdoor photography)  
**Music:** Names and knows how to play a variety of instruments.  
**Singing:** sings in a group, matching pitch and following melody  
**Dancing:** Responds to and interprets music through movement  
**Role play:** Participates in play related to rhymes and stories and may extend and develop stories  
**Summer Term**  
**Painting:** colour match to a specific colour and shade  
 Create patterns or meaningful painting or when printing  
**Drawing:** Draw self-portraits, landscapes and cityscapes.  
**Collage:** knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid  
**Sculpture (form):** Makes something with clear intentions  
 Makes something they give clear meaning to  
**Photography:** use the ipad with a specific purpose in mind

songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Use photography as part of their artwork and explain their intention(s)  
**Artists:** Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage).  
Measuring  
**Music:** Beginning to write own compositions using symbols, patterns or pictures.  
**Singing:** Sings by themselves, matching pitch and following melody  
**Dancing:** replicates dances and creates own in response to music/stimulus  
**Role play:** Use imagination to develop own storylines with peers. Involves props and resources.

**Art Knowledge Progression: KS1 - KS2**

Strands	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Art/colour theory</b>	Colour wheel - primary, secondary and tertiary colours	Mixing to develop different tones and shades within colours	Use of pencil and charcoal to blend, smudge, shade.	Understand proportions of the face as a guide to basic portraiture.	Understanding perspective and creating sense of 3 dimensions in drawing.	Develop techniques for building up colour when using stencils and spray paint.
<b>Artists and their influences</b> <i>Appreciate</i>	<p><b>Portraits</b> <a href="#">Amy Sherald</a></p> <p><b>Art from Nature</b> <a href="#">Henri Rousseau</a> <a href="#">Georgia O'Keeffe</a> <a href="#">(Tate Kids)</a></p>	<p><b>Landscape painting</b> <a href="#">John Constable</a> <a href="#">Camille Pissaro</a></p> <p>Compare the work of the artists.</p> <p><b>Batik</b> <a href="#">Richard Kimbo</a></p>	<p><b>Sketching</b> <a href="#">Stephen Wiltshire</a> <a href="#">Cave paintings</a></p> <p><b>Sculpture</b> <a href="#">Barbara Hepworth</a> <a href="#">Anthony Gormley</a></p>	<p><b>Still life</b> <a href="#">Pieter Claesz</a> <a href="#">Vincent Van Gogh</a></p> <p><b>Portrait</b> <a href="#">Vincent Van Gogh</a> <a href="#">Deborah Roberts</a></p>	<p><b>Why so high? - architecture</b> <a href="#">William Van Alen</a> Renzo Piano?</p> <p><b>Pop Art</b> <a href="#">Andy Warhol</a> <a href="#">David Hockney</a></p>	<p><b>Words and pictures - graffiti</b> <a href="#">Jean-Michel Basquiat</a> Banksy</p> <p><b>Art and Persuasion</b> <a href="#">WW2 propoganda posters</a></p>
<b>Materials and their uses</b>	<p><b>Portraits - Paint</b> Use of block paint for bold colour and simple mixing</p> <p><b>Art from Nature - Collage, mixed media</b> Explore a range of natural and man-made materials to create images developing texture and colour. Focus on using recycled materials.</p>	<p><b>Landscape painting - Paint</b> Use ready mix or water colour paints to create a wider variety of colours and tones.</p> <p><b>Batik - Craft, Print</b> Explore use of wax, its water resistant properties and it's use in art</p>	<p><b>Sketching - Draw/Sketch</b> Use of pencil and charcoal for drawing and sketching. Explore how different effects can be achieved depending on the hardness of the pencil</p> <p><b>Sculpture - Sculpt/3D</b> Explore sculpting with plasticine, <a href="#">papier mache</a>, soap and creating sculpture using recycled materials.</p>	<p><b>Still life - Draw/Sketch, Paint</b> Use watercolour paints and brushes effectively to create varying levels of intensity and intricacy.</p> <p><b>Portrait - Mixed media, Collage</b> Explore the use of mixed media including recycled materials, photographs, ink and paint to create a portrait that expresses the character of the subject.</p>	<p><b>Why so high? - architecture - Draw/Sketch,</b> Revisit use of pencil and charcoal.</p> <p><b>Pop Art - Digital media, Print</b> Explore use of photography and computer programmes to create art. Develop works further after printing using paint, ink or recycled materials.</p>	<p><b>Words and pictures - graffiti - Paint, Print</b> Explore a range of simple stencils to see how they work before creating their own. Use spray paint to create graffiti art with stencil. Look at techniques of blocking to create colour within work and areas of greater depth and shading.</p> <p><b>Art and Persuasion</b> Explore range of known media to choose the one most appropriate for the purpose of creating an advert or persuasive poster.</p>

<b>Artistic movements</b>	Modernism (O'Keeffe) Impressionism (Rousseau)	Pre Raphaelite (Constable) Impressionism (Pissaro)	Modernism (Hepworth) Contemporary (Gormley) Architectural Art (Wiltshire)	Dutch Golden Age (Claesz) Impressionism (Van Gogh) Contemporary (Roberts)	Art Deco (Van Alen) Pop art (Warhol, Hockney)	Contemporary (Basquiat, Banksy)
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**Art Skills Progression: KS1 - KS2**

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Plan	Make comments about what they are going to draw	Explain an overview of their planned artwork before starting, using some art vocabulary	Verbally explain their plans for art or craftwork, linking to techniques and using artistic vocabulary	Explain their planned artwork in some detail, and in writing, making reference to technique and materials	Plan in detail with preliminary studies in sketchbooks, with reference to artwork, technique and materials they have seen or studied	Plan in detail with preliminary studies in sketchbooks, linking to what they have studied and explaining their choices
Produce	<p>Some structure to pictures (i.e. deliberate placings on the page; objects not 'floating')</p> <p>Depictions of humans include the trunk (i.e. no longer stick-limbs coming straight out of circle-heads)</p> <p>Control &amp; precision</p> <p>Colouring-in is mostly within the lines</p> <p>Correct tripod grasp</p> <p>Produce</p> <p>Simple shapes (e.g. square or a triangle but possibly with curved out corners)</p> <p>Create</p> <p>Work creatively with materials that are supplied for them</p>	<p>Structure/placing in drawings but not yet to scale. Less 'x-ray' drawing (e.g. showing the outside of a building on top of an inside room) and 'plan elevation' drawing (i.e. drawing the top and front views of a table together)</p> <p>Control &amp; precision</p> <p>Colouring within the lines; some shading</p> <p>With support, make more efficient use of resources (e.g. place template at edge of paper, not centre, to minimise waste)</p> <p>Produce</p> <p>Rectangles are accurate (e.g. corners don't curve outwards)</p>	<p>Beginning of perspective/scale; no 'x-ray' or 'plan-elevation' drawings</p> <p>Start to use shading, line direction, mixing, pattern etc</p> <p>to change the value, intensity and texture</p> <p>Control &amp; precision</p> <p>Adequately cut e.g. Xmas tree shape from card</p> <p>Awareness of hand-position (i.e. smudging) and table clutter (e.g. card cuttings under the paper they draw on)</p> <p>Produce</p> <p>Produce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)</p> <p>Create</p>	<p>Perspective and scale Use shading, line direction, mixing, pattern etc to change the value, intensity and texture</p> <p>Control &amp; precision</p> <p>Cleanly cut e.g. Xmas tree shape from card</p> <p>Produce</p> <p>Start to Produce some simple art/craft in its entirety without much guidance (i.e. identifying and recreating elements independently)</p> <p>Create</p> <p>Show some artistic sensitivity (e.g. to audience, style)</p>	<p>Understand that art is not always about reproducing a photo-like image but also about self-expression. Compare and contrast the precision and realism of architectural art and the more experimental in pop art</p> <p>Control &amp; precision</p> <p>Make correct estimates of how much paint, card etc they will use (i.e. to minimise waste and clear-up time)</p> <p>Produce</p> <p>Produce simple art/craft in its entirety without much guidance</p> <p>Create</p>	<p>Control &amp; precision</p> <p>Plan ahead for activities in terms of: space, efficiency, clear-up time and ease of cleaning up</p> <p>Produce</p> <p>Produce more complex works of art and craft without much guidance</p> <p>Create</p> <p>Make choices about techniques and materials for artistic reasons</p>

		<p>Depict 'what is seen', not 'what is known' (i.e. 'accurate scientific drawings')</p> <p>Create</p> <p>Work creatively with a range of materials that are supplied for them (e.g. pencil, paint, clay, software)</p>	<p>Work creatively with a range of materials (e.g. grades of pencil, charcoal)</p>		<p>Starting to make choices (about techniques/materials) for artistic reasons</p>	
<b>Evaluate</b>	<p>Appreciate</p> <p>Politely express opinions about works of art</p> <p>Ask questions</p> <p>Ask and answer simple questions about what they have seen</p> <p>Compare</p> <p>Make some simple artistic comparisons (e.g. spot the difference between pictures)</p> <p>Evaluate</p> <p>With some support, discuss the effect</p>	<p>Appreciate</p> <p>Clearly verbalise their artistic likes/dislikes (for pieces as a whole); accept that other people may have different views and listen courteously to their views</p> <p>Ask questions</p> <p>Show curiosity by voluntarily asking questions about what they have seen</p> <p>Compare</p> <p>Independently identify similarities and differences between art works</p> <p>Evaluate</p> <p>Think critically by discussing</p>	<p>Appreciate</p> <p>Start to describe the artistic aspects (e.g. that they like or dislike)</p> <p>Start to verbalise other people's opinions that differ from their own</p> <p>Ask questions</p> <p>Start to frame questions and answers in artistically valid ways</p> <p>Compare</p> <p>Start to identify themes within and between artworks, and to link artwork to its historical and geographical context</p> <p>Evaluate</p>	<p>Appreciate</p> <p>Verbalise and discuss other people's opinions accurately, comparing and contrasting politely</p> <p>Ask questions</p> <p>Ask and answer artistically valid questions</p> <p>Compare</p> <p>Link artistic themes and conventions to historical and geographical context and cultural source, and suggest reasons</p> <p>Evaluate</p> <p>Start to think critically by suggesting improvements to their peers' work</p> <p>Desire to redraft</p>	<p>Appreciate</p> <p>Respond sensitively to other people's artistic tastes</p> <p>Explain how people can show respect or tolerance for other people's opinions</p> <p>Ask questions</p> <p>Ask/answer more complex questions (e.g. about influence, legacy, context)</p> <p>Compare</p> <p>Start to suggest reasons for different artistic styles in different times, places and cultures</p> <p>Evaluate</p> <p>Think critically by suggesting improvements to their peers' work</p>	<p>Appreciate</p> <p>Explain how their own behaviour might affect the enjoyment of others</p> <p>Ask questions</p> <p>Regularly ask and answer perceptive questions in artistically valid ways</p> <p>Compare</p> <p>Analyse their and others' responses, with justification, extrapolating and linking to own work if appropriate</p> <p>Evaluate</p> <p>Constructively critique their peers' work, and if appropriate help bring about the improvements</p>

		the effect of their work	Politely discuss the effect of their peers' work Willingness to redraft			
<b>Key Vocabulary</b>	Drawing Painting Block paint Printing Craft Model PVA glue Border Brushwork Man Made Natural Colour Pattern Shape Space Primary Secondary Tertiary Impressionist Modernist Share Effect Improve Long ago Then When Last Next Before After Near Far Up Down Further Higher Underneath Centre Anticlockwise	Landscape Texture Line Depth Foreground, background, middleground Contrast Layer Scale Medium (ie watercolour, charcoal, oil paint etc) Batik Silk Wax Ink Wax resist Tone Shade Pointillism Sketch Experience Imagination Critique Compare Represents Left Right Portrait/ Landscape (paper orientation) Vertical Horizontal Reflect Symmetrical Diagonal (i.e. sloped, not the official maths meaning) Range	During While Recently Chronological Approximate Change Fashion Origin Process Trace Series Genre Culture Modernism Contemporary Architectural Sculpture Hue Shade Image Process Carve Perspective Theme Version Purpose Function Technique Interpret Opinion Organise Construct Infer Clarify Draft	Dutch Golden Age Impressionism Modernism School Wash Watercolour Brushstroke Intensity Gradation Transition Intricate Stroke Expressive Horizon line Frame Audience Impact Principal Develop Crop Image Structure Unique Characteristic Element Convention Form	Contemporary Prior Subsequent Enduring Legacy Dominate Context Aesthetic Art Deco Pop Art Symbolism Expressionism Complex Sparse Simplification Exceptional Perspective (i.e. point of view) Component Diagonal Rotation Angle	Attribute Controversy Authentic Discern Epitomise Characterise Concept Street Art Graffiti Propoganda Print Complex Sparse Simplification Exceptional Perspective (i.e. point of view) Component Fresco Aesthetic

	Position Direction Above Below		Tint Tone Warm Cool Repetition			
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