



# Curriculum Art & Design - Whole School

**CARE** **ACHIEVE** **BELIEVE**





# Curriculum Art & Design Rationale

**CARE ACHIEVE BELIEVE**

*Our Art and Design curriculum is ambitious and inspires pupils to develop their artistic skills and knowledge and leaves them curious to find out more. We believe Art is an avenue for children to explore their curiosity, express themselves imaginatively, develop critical thinking skills, invent and craft works of art, develop an interest in great artists and develop skills: drawing, painting, working with colour, textiles, sculpting and creating ideas. Our aim is to have an engaging Art curriculum. Our curriculum inspires our children to be brave with colour, material and mediums to create high quality physical and visual art pieces. Through the curriculum our pupils will enjoy learning about great artists and critique their work to gain a deep understanding of different types of art. Our Art curriculum enables children to be creative and injects a love for art.*

<b>Intent:</b>	<p>The art and design curriculum is ambitious in the range of skills and techniques taught and delivered. Children will develop a broad skillset with sketchbook work being a continuous thread used from year 1. Children will also develop the vocabulary to critique art and use artistic terminology with confidence when talking about their own work, the work produced by peers and the work of established artists.</p> <p>Our art and design curriculum is a spiral curriculum. Skills are revisited and the use of ongoing sketchbook work underpins all the content.</p> <p>The resources used in school are suitable for pupils of all abilities. With this in mind all children are introduced to a range of artists and designers</p>
<b>Implementation:</b>	<p>Art and design lessons begin with a critical thinking question. This aims to get children thinking about the topic and skills they will be covering as well as introducing any new/key vocabulary. This will be followed by with a skill based warm up activity. The purpose of this is to revisit and apply previously taught skills. The role of the teacher is to introduce key skills, materials and ideas but ultimately allow pupils to explore their own creativity.</p> <p>Sketchbooks evidence progression of skills in all year groups.</p>
<b>Impact:</b>	<p>The approach to assessment is less formal than in core subject disciplines. In art and design, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals.</p> <p>We assess at the end of the Foundation Stage against the Early Learning Goal for Expressive Arts and Design.. There is no published data for art and design in KS1 and KS2. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group.</p> <p>Sketchbooks are key to capturing pupil work. Additionally, pupil work is displayed in communal areas as a wider public display of artwork is a critical part in the artistic process.</p>



# Curriculum Map

## Art & Design - EYFS

### EYFS - Yearly Overview

	Autumn 1	Autumn 2 See DT Overview	Spring 1	Spring 2 See DT Overview	Summer 1	Summer 2 See DT Overview
EYFS	<p><b>Collage</b> To make a collage using found natural materials - collecting, sorting and arranging.</p> <p>Outdoor - seasonal change collecting signs of autumn to make a collage. Hedgehogs and landscapes.</p> <p><b>ELG18</b></p> <p>Share and reviews the process they have used (Oracy)</p>		<p><b>Painting and Drawing</b> Play with, explore and discover paint and experience colour using a variety of tools.</p> <p>Marking making using a range of materials on a variety of surfaces.</p> <p>Creating self portraits. <b>ELG18</b></p> <p>Share and reviews the process they have used (Oracy)</p>		<p><b>Printing</b> Explore different types of printing - direct, incised and stencil.</p> <p>Under the sea - printing shapes on to different media - sharing and working collaboratively.</p> <p><b>ELG18</b></p> <p>Share and reviews the process they have used (Oracy)</p>	



# Curriculum Map

## Art & Design - Whole School

### Cycle A

	Autumn 1	Autumn 2 Refer to Design & Technology Curriculum	Spring 1	Spring 2 Refer to Design & Technology Curriculum	Summer 1	Summer 2 Refer to Design & Technology Curriculum
<b>KS1</b> Yr1/2	<b>Painting</b> Exploring the use of colour and developing confidence in painting linked to seasons Jackson Pollock Joan Mitchell		<b>Collage</b> To create a simple paper collage using different thickness of paper and colour linked to Henri Matisse Paul Klee		<b>Drawing</b> To produce simple drawings and illustrations Roger Hargreaves Emma Dodd	
<b>LKS2</b> Yr3/4	<b>Collage</b> Exploring natural materials to create landscapes Hundertwasser Andy Goldsworthy Bridget Riley		<b>Drawing and Painting</b> Observing and representing local landscapes LS Lowry Paul Klee Fazzino		<b>Drawing and Sculpture</b> Designing and producing containers and artefacts Craft Workers of Ancient Egypt Louise Bourgeois	
<b>UKS2</b> Yr5/6	<b>Drawing and Painting</b> Observing and representing water, light and reflections Claude Monet David Hockney		<b>Sculpture</b> Sculpting natural forms inspired by modern sculptors Barbara Hepworth Kara Walker		<b>Collage</b> To design and make a collage features manufactured or printed surfaces. Hannah Hoch Chris Ofili Pablo Picasso	



# Curriculum Map

## Art & Design - Whole School

### Cycle B

	Autumn 1	Autumn 2 Refer to Design & Technology Curriculum	Spring 1	Spring 2 Refer to Design & Technology Curriculum	Summer 1	Summer 2 Refer to Design & Technology Curriculum
<b>KS1</b> Yr1/2	<b>Printing</b> Exploring pattern in paint and colour Piet Mondrian Wassily Kandinsky Katsushika Hokusai		<b>Drawing and Painting</b> Still life and observational: exploring flowers and plants and how different artists interpret them Georgia O'Keeffe Vincent Van Gogh		<b>Sculpture</b> Exploring Human Forms Anthony Gormley Alberto Giacometti Niki de Saint Phalle	
<b>LKS2</b> Yr3/4	<b>Drawing and Painting</b> Exploring accurate representations of people and faces Leonardo da Vinci Kelvin Okafor Nicholas Hilliard		<b>Printing</b> Investigating printing techniques and contrasting artists' approaches to it Michelle Hughes Alison Deegan Lynne Roebuck Barbara Garrison		<b>Digital Media</b> Exploring pop art and digital techniques Andy Warhol Roy Lichtenstein	
<b>UKS2</b> Yr5/6	<b>Multimedia</b> Printing on textiles & layering, mounting and combining with other media Yinka Shinobare Yayoi Kusama Leni Levenson Wiener William Morris		<b>Drawing and Painting</b> Examining perspective and analysis through architecture Zaha Hadid Antoni Gaudi		<b>Digital Media</b> Reinterpreting ideas in the digital world David Hockney Double Negative (company) Eva Hesse Frida Kahlo	



# Curriculum Map

## Art & Design - Overview KS1

### Cycle A

Autumn 1 - Painting	Spring 1 - Collage	Summer 1 - Drawing
<p><b>Composite</b> To explore the use of colour and developing confidence in painting linked to seasons Jackson Pollock Joan Mitchell</p>	<p><b>Composite</b> To create a simple paper collage using different thickness of paper and colour linked to Henri Matisse Paul Klee</p>	<p><b>Composite</b> To produce simple drawings and illustrations Roger Hargreaves Emma Dodd</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to experiment with and enjoy using colour.</li> <li>• Know how to create patterns using different tools.</li> <li>• Know how to use different brushes and paints for different purposes e.g. watercolour, acrylics, ready-mixed paint</li> <li>• Know how to explore the effect on paint of adding water, sand, sawdust, glue etc.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to identify different types and textures of materials for collage.</li> <li>• Know how to tear, stick and cut paper of different thicknesses.</li> <li>• Know how to place and modify elements of collage.</li> <li>• Know how to use appropriate language to describe colours, equipment and processes.</li> <li>• Know how to express their feelings and ideas about their collage.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to make marks for purpose or meaning.</li> <li>• Know how to extend simple drawings to a theme or topic e.g. family, friends, animals.</li> <li>• Know how draw something remembered or imagined as well as from direct experience.</li> </ul>
<p><b>Key Vocabulary:</b> Experiment    Purpose Patterns        Watercolour Tools            Acrylic Brushes         Effect Mixing          Primary Secondary</p>	<p><b>Key Vocabulary:</b> Paper            Card Tear             Glue Rip                Modify Elements        Thickness</p>	<p><b>Key Vocabulary:</b> Illustrations</p>



# Curriculum Map

## Art & Design - Overview KS1

Cycle A - Art Appreciation

To recognise the work of particular artists  
and make links to their own work.

- To know that artists have their own style and that they can be inspired by it.
- To know how to describe some simple characteristics of different kinds of art.
- To know how to make a comment about a piece of art.





# Curriculum Map

## Art & Design - Overview KS1

### Cycle B

Autumn 1 - Printing	Spring 1 - Drawing & Painting	Summer 1 - Sculpture
<p><b>Composite</b> Exploring pattern in paint and colour Piet Mondrian Wassily Kandinsky Katsushika Hokusai</p>	<p><b>Composite</b> Still life and observational: exploring flowers and plants and how different artists interpret them Georgia O'Keeffe Vincent Van Gogh</p>	<p><b>Composite</b> Exploring Human Forms Anthony Gormley Alberto Giacometti Niki de Saint Phalle</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to experiment with printing using hands, fingers, sticks, fruit, sponges.</li> <li>• Know how to create simple repeated, mono, overlap.</li> <li>• Know how to build up texture block to print (exploring textures)</li> <li>• Know how to card print and print with card wrapped in foil.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to use a sketchbook to plan ideas for drawings of varied scales.</li> <li>• Know how to use of the visual elements - line, shape, pattern and colour - in their drawing.</li> <li>• Know how to use a viewfinder to focus in on a specific part of an object/artefact before drawing.</li> <li>• To know how to paint with a variety of painting tools.</li> <li>• To know that different paints can be used for different purposes eg: ready mixed paint, acrylics etc.</li> <li>• To know how to use colour in their paintings to describe different feelings.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to manipulate and explore materials</li> <li>• Know that materials can be joined securely</li> <li>• Know how to use tools safely and effectively</li> <li>• Know how to use simple joining and fastening techniques</li> <li>• Know how to comment on their work and the work of others, explaining how it makes them feel</li> </ul>
<p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Experiment</li> <li>• Repeated</li> <li>• Mono</li> <li>• Overlap</li> <li>• Texture</li> <li>• Explore</li> </ul>	<p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Scales</li> <li>• Visual Elements</li> <li>• Pattern</li> <li>• Focus</li> <li>• Variety</li> <li>• Acrylics</li> <li>• Ready Mix Paint</li> </ul>	<p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>• Manipulate</li> <li>• Securely</li> <li>• Joined</li> <li>• Tools</li> <li>• Fastening</li> <li>• Techniques</li> </ul>





# Curriculum Map

## Art & Design - Overview KS1

### Cycle B - Art Appreciation

To know about the work of, artists, craft makers and designers, describing differences and similarities between different practices (the difference between printing and painting.)

- Know how to talk about the differences and similarities between artists, craft people and designers.
- Know how to make links with their own work.
- Know how art can impact on an individual's feelings.
- Know how to develop their opinions in response to different artworks and to know that opinions will vary



# Curriculum Map

## Art & Design - Overview LKS2

### Cycle A

Autumn 1 - Collage	Spring 1 - Drawing & Painting	Summer 1 - Drawing & Sculpture
<p><b>Composite</b></p> <p>Exploring natural materials to create landscapes Hundertwasser Andy Goldsworthy Bridget Riley</p>	<p><b>Composite</b></p> <p>Observing and representing local landscapes LS Lowry Paul Klee Fazzino</p>	<p><b>Composite</b></p> <p>Designing and producing containers and artefacts Craft Workers of Ancient Egypt Louise Bourgeois</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to overlap and layer.</li> <li>• Know how to select and manipulate colours and textures for visual effect.</li> <li>• Know how to embellish using a variety of techniques e.g. drawing, printing and painting.</li> <li>• Know how to use appropriate vocabulary to describe the develop of their work.</li> <li>• Know how to evaluate their work through discussion with their peers.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know why they are using different grades of pencil and other implements (e.g. pastels, charcoal, pencil etc) in their drawing.</li> <li>• Know how to use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Know how to show in their drawings that objects have a third dimension.</li> <li>• To know how to apply colour by using different techniques eg: dabbing, stippling, pointillism, adding texture to paint (scratching), washes, splashing and using different tools.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to use their sketchbook to collect and record visual information from different sources.</li> <li>• Can draw for a sustained period of time.</li> <li>• Know how to use a viewfinder to create drawings that show differences in scale and distance.</li> <li>• Know how to transfer skills from 2D to a 3D form</li> <li>• Know how to select appropriate tools and use effectively</li> <li>• Know how to combine and manipulate materials effectively</li> </ul>
<p><b>Key Vocab:</b></p> <p>Overlap Effect Layer Texture Embellish Manipulate Evaluate</p>	<p><b>Key Vocab:</b></p> <p>Implements Variations Texture Tone 3<sup>rd</sup> Dimension Dabbing Stippling Pointillism</p>	<p><b>Key Vocab:</b></p> <p>Visual Sustained Viewfinder Scale Distance Transfer Appropriate Manipulate</p>



# Curriculum Map

## Art & Design - Overview LKS2

### Cycle A - Art Appreciation

To know about great artists, architects and designers and understand how their work was shaped by the historical and cultural context in which it was created.

- Know how to create a piece of work, taking inspiration from famous artists, architects and designers.
- Know some of the starting points, processes and techniques used by famous artists, architects and designers in history.
- Know how to express an opinion on the work of famous, notable artists, architects and designers.



# Curriculum Map

## Art & Design - Overview LKS2

### Cycle B

Autumn 1 - Drawing and Painting	Spring 1 - Printing	Summer 1 - Digital Media
<p><b>Composite</b> Exploring accurate representations of people and faces Leonardo da Vinci Kelvin Okafor Nicholas Hilliard</p>	<p><b>Composite</b> Investigating printing techniques and contrasting artists' approaches to it Michelle Hughes Alison Deegan Lynne Roebuck Barbara Garrison</p>	<p><b>Composite</b> Exploring pop art and digital techniques Andy Warhol Roy Lichtenstein</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know why they might use different grades of pencils in their drawing and what effects can be created.</li> <li>Know how to alter and refine their drawings and describe the changes they have made using art vocabulary.</li> <li>Know about the relationships between line and tone, pattern and shape, line and texture.</li> <li>To know how to describe an exact colour eg: tint - adding white to a colour, tone - how light or dark a colour is and shade - adding black to a colour.</li> <li>To know how colour can be used to reflect mood.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know how to create simple ripped out and cut paper, stencils using brushes and sponges.</li> <li>Know how to combine colours and techniques to build up an image and/or effect.</li> <li>To know how to develop into screen printing onto different surfaces e.g. fabric, card.</li> <li>Know how to combine methods of printmaking using other materials e.g. graphite with printed surfaces, Collagraph prints, commercial printing.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know how to collect, organise and annotate information about Warhol or find out about aspects of popular culture in the 1950s-60s.</li> <li>Know how to produce their own works of art using AWarhol technique, or recreate a work of art by Warhol.</li> <li>Know about Warhol's 'Campbell's Soup' artwork, and discuss its significance. They will then create their own works of art in a similar style, or inspired by Warhol's work</li> <li>Know how to study some of Warhol's portraits, then create their own Warhol-inspired portraits of celebrities who they admire.</li> <li>Know how to learn about the pop art movement, then create their own pop art pictures or sculptures using a range of techniques, materials and found objects</li> </ul>
<p><b>Key Vocab:</b> Pencil Grades Effects Alter Refine Tint Shade Mood</p>	<p><b>Key Vocab:</b> Stencils      Graphite Effect Image Screen printing Fabric Surfaces Combine Collagraph</p>	<p><b>Key Vocab:</b> Annotate Culture Recreate Significance Portraits Admire Pop Art Sculptures</p>



# Curriculum Map

## Art & Design - Overview LKS2

### Cycle B - Art Appreciation

To describe some of the techniques used by great artists, architects and understand that their work was shaped by the historical and cultural context in which it was created.

- Know how to describe a piece of work, identifying the inspiration taken from famous artists, architects and designers.
- Know and describe some of the starting points, processes and techniques used by great artists, architects and designers in history.
- Know how to express an opinion on the work of famous, artists, architects and designers, referring to techniques and effect.



# Curriculum Map

## Art & Design - Overview UKS2

### Cycle A

Autumn 1 - Drawing & Painting	Spring 1 - Sculpture	Summer 1 - Collage
<p><b>Composite</b></p> <p>Observing and representing water, light and reflections Claude Monet David Hockney</p>	<p><b>Composite</b></p> <p>Sculpting natural forms inspired by modern sculptors Barbara Hepworth Kara Walker</p>	<p><b>Composite</b></p> <p>To design and make a collage features manufactured or printed surfaces. Hannah Hoch Chris Ofili Pablo Picasso</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to use a variety of source material for their drawings.</li> <li>• Know how to work from observation, experience and imagination.</li> <li>• Know how to use shading and tone to add depth and shape to their drawings.</li> <li>• To know how to select and mix suitable media within a single piece, justifying their selection.</li> <li>• To know how to work from observation, experience and imagination.</li> <li>• To begin to develop their own painting style.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to create a plan for a 3D form, responding to a stimulus.</li> <li>• Know which materials and tools are most appropriate for the purpose.</li> <li>• Know how to use sketchbooks to gather researched information to inform final 3D form.</li> <li>• Know how to review and revisit their ideas - making suitable adjustments during construction and justifying their decisions in a final evaluation.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>• Know how to be selective over their choice of images, techniques and materials.</li> <li>• Know how to develop their collage based on work of a chosen artist.</li> <li>• Know how to assemble components carefully to represent an idea.</li> <li>• Know how to describe and evaluate the inspiration behind their collage.</li> <li>• Know how to justify their ideas for further development.</li> </ul>
<p><b>Key Vocab:</b></p> <p>Source Observation Imagination Shading Depth Media Justifying Paint styles</p>	<p><b>Key Vocab:</b></p> <p>Stimulus Tools Purpose Research 3D Form Review Adjustments Construction Justify Evaluation</p>	<p><b>Key Vocab:</b></p> <p>Scale                      Proportion Perspective              Symbolism Expression                Assemble Components                Composition Justify</p>



# Curriculum Map

## Art & Design - Overview UKS2

### Cycle A - Art Appreciation

To research and discuss the ideas and approaches of great artists, architects and designers and understand that their work was shaped by the historical and cultural context in which it was created.

- I know which approaches specific artists, architects and designers use and why.
- I know how to work in a similar way to artists I have studied.
- I know how to develop my own artistic techniques through the study of artists, architects and designers.





# Curriculum Map

## Art & Design - Overview UKS2

### Cycle B

Autumn 1 - Multimedia	Spring 1 - Drawing & Painting	Summer 1 - Digital Media
<p><b>Composite</b> Printing on textiles &amp; layering, mounting and combining with other media Yinka Shinobare Yayoi Kusama Leni Levenson Wiener William Morris</p>	<p><b>Composite</b> Examining perspective and analysis through architecture Zaha Hadid Antoni Gaudi</p>	<p><b>Composite</b> Reinterpreting ideas in the digital world David Hockney Double Negative (company) Eva Hesse Frida Kahlo</p>
<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know how to look in detail at his textile and wallpaper designs in order to analyse and compare each one. They then go on to use William Morris art to create a design in a similar fashion.</li> <li>Know how to explore and understand the Arts and Crafts movement.</li> <li>Know how to observe and sketch natural objects.</li> <li>Know how to use a range of different materials and methods to recreate a natural art piece from our school grounds. (Photography, print, paint, drawing, fabric etc) Inspired by William Morris.</li> <li>Know how to compare and contrast their pieces to William Morris.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know how to make drawings that show use of shading techniques to create depth and tone.</li> <li>Know how to use perspective in both abstract and real-life art.</li> <li>Know how to use simple perspective in their work using a single focal point and horizon.</li> <li>To know that complementary colours are directly opposite each other on the colour wheel.</li> <li>To know how to describe an exact colour eg: hue - describes the colour within a spectrum, tint, tone and shade.</li> <li>To use the correct terminology for painting materials they have selected.</li> </ul>	<p><b>Components</b></p> <ul style="list-style-type: none"> <li>Know how to look closely at Frida Kahlo art and answer questions about what they see and feel about them, encouraging them to express their own opinions.</li> <li>Know how to study Frida Kahlo's famous self portraits and how she created them. They explore the proportions of the face and how the features are drawn into a portrait or self portrait in relation to one another. They then use this learning to sketch a proportional self portrait.</li> <li>Know about cultural identity and how Kahlo expressed hers in her paintings and clothing.</li> <li>Know how to compare the artwork of some surrealist artists to Kahlo's work to determine if she could be labelled as a surrealist. They then use work by Kahlo and others such as inspire their own surrealist work.</li> <li>Know how to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.</li> </ul>
<p><b>Key Vocab:</b> Textile Analyse Compare Contrast Observe Layering Mounting Combining</p>	<p><b>Key Vocab:</b> Depth Tone Perspective Complementary Opposite Spectrum Terminology Shades</p>	<p><b>Key Vocab:</b> Portraits Proportions Features Relation Cultural Surrealist Compare Reflect</p>



# Curriculum Map

## Art & Design - Overview UKS2

### Cycle B - Art Appreciation

To research and discuss the ideas and approaches of great artists, architects and designers and understand that their work was shaped by the historical and cultural context in which it was created.

- I know how to respond critically when exploring the work of artists, architects and designers.
- I know how to apply my critical thinking to the work I produce.