

## Art

[National curriculum in England: art and design programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### Intent:

#### **Art and Design Essential Characteristics:**

##### **We want our children to develop:**

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft-makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

### Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following key concepts:

- **To develop ideas** – understanding how ideas develop through an artistic process
- **To master techniques** – developing procedural knowledge so that ideas may be communicated
- **To take inspiration from the greats** – learn from both the artistic process and techniques of great artists throughout history

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject-specific language. These are the 'big ideas' that underpin all the work in our Art curriculum.

The following **Knowledge Categories** are used throughout the scheme of work. A selection of these knowledge categories will be used with each unit of work. The particular unit of work will have different knowledge categories in focus.

**Media and Materials:**

- Drawing
- Painting
- Collage
- Sculpture
- Print
- Textiles
- Digital media

**Techniques:**

- Colour mixing
- Sketching, shading and hatching
- Texture mixing
- Moulding and carving
- Layering and replicating to create patterns
- Weaving and stitching
- Editing and animating

**Effects:**

- Light and shadow, e.g., through shading or brush technique
- Tone and texture, e.g., through hatching and cross-hatching, mixing materials

- Movement and perspective, e.g., applying different line thicknesses, using wire frameworks and moulds, digital animation
- Pattern, e.g., through weaving, creating prints, stitching, tessellation
- Tinting, e.g., applying colour theory
- Reflection, e.g., sketching lightly or brush technique

### **Colour Theory:**

- Primary and secondary colours
- Colour systems and the colour wheel
- Adding white and black to colour to make tints and tones
- Layering colours
- Complementary and contrasting colours
- Warm and cool colours and associations with emotion

### **Emotions:**

- Emotional impact of using line, colour, texture and shape
- Creation of abstract artworks to convey an emotional state
- Artists and designers who are well known for conveying and stirring emotional responses through their work
- Styles of art and design that are commonly known for conveying particular emotions
- Visual language to describe emotion through pieces of art

### **Artists and Artisans:**

- Notable artists and designers
- How they were educated and how they developed their technique and style
- How their style has influenced society and other artists

- Notable styles and periods, e.g., Surrealism, Impressionism, Art Deco, Renaissance

### **Styles and Periods:**

- Development and changes in art through time – from stone age carving to contemporary art
- Availability of materials and technological advancements
- Common themes expressed through art e.g., love, war, food, religion, home
- Historical events, e.g., social and political influences
- Artistic pioneers who created an art movement or are significant within a specific period or for a particular style

### **Visual Language:**

- The language of art used to describe and analyse any work of art
- How forms of lines and marks are constructed into meaningful shapes, structures and signs
- How an image can dramatize and effectively communicate an idea or message
- How the use of a particular technique or colour, for example, can stress the most important feature within a certain piece
- How visual language has changed over time and been used to encode the world better understand ourselves and nature

### **Process:**

- Developing ideas using the knowledge of the work and style of influential artists and designers
- Appreciating the importance of collecting information and presenting ideas, e.g., through sketching
- Exploring the qualities of materials in order to adapt, refine and enhance ideas
- Using increasingly fluent visual language to analyse the development of their own artwork towards a final piece

- Exhibiting artwork through the consideration of final presentation for a varied audience

The accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

### Curriculum progression chart: Art

		<b>Milestone 1 (Years 1 and 2)</b>	<b>Milestone 2 (Years 3 and 4)</b>	<b>Milestone 3 (Years 4 and 5)</b>
<b>To develop ideas</b>		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>
<b>To master techniques</b>	<b>Painting</b>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> </ul>

				<ul style="list-style-type: none"> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	<b>Collage</b>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>
	<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
	<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>

	<b>Print</b>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>
	<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>
	<b>Digital Media</b>	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
<b>To take inspiration from the greats (classic and modern)</b>		<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

**Milestones** are the goals that pupils are aiming for. The art schema is based on knowledge, vocabulary and tasks, to meet the milestones.

**Impact:**

Through the explicit teaching of the Art skills, both the teachers and the pupils assess their learning continuously throughout the lesson. At the end of the unit, pupils use their work to reflect on their knowledge and understanding. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

**Art National Curriculum links to EYFS:**

Our EYFS children are in a mixed Reception/Year 1/Year 2 class. Therefore, it is important that EYFS requirements for Art are considered for all Art planning and teaching:

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***Expressive arts and design educational programme (taken from the EYFS Framework 2020)***

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.

Early learning goals that link to art:

**EYFS - Expressive arts and design**

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ELG Creating with materials

- 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.

## EYFS – Physical development

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ELG Fine motor

- Use a range of small tools, including scissors, paintbrushes and cutlery.

## In foundation stage the children.....

- Have daily access to a range of media and materials eg different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.
- Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.
- Explore colour-mixing through our 'self-service' paint stations.
- Learn about Jackson Pollack and draw/paint in his style.

**Pupil Voice: to follow**