 **Art Curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

The national curriculum for art and design aims to ensure that all pupils:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our curriculum is laid out in the following way:

1. Art and design knowledge is split in to four main areas in each year from years 1 to 6.

The key knowledge expected to be learnt in each area is set out and highlighted in each lesson. (This information can be found in the **Progression of Knowledge Document**).

This key knowledge is accompanied by procedural knowledge – something extremely important for Art. (This information is in the **Progression of Procedural Knowledge Document**).
These main areas are set out progressively throughout the school to ensure that the children’s knowledge is chronological and builds on what they already know.

2. Each year group works through set areas of Art – this is shared with the children in a child friendly question, which encourages our children to engage with being artists themselves whilst introducing them to high quality vocabulary. (This information is in the **Yearly Map**)

3. Each question is then explored by the children through a number of lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in **unit plans** - these further breakdowns include the knowledge taught in the unit and the procedural knowledge taught across the year to ensure that our children gain both knowledge and experience of being artists.)



**Progression of Knowledge Document**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5  | Year 6 |
| Formal Elements |
| Colour | **What is colour?** Explore colour and where we see it. How can we use colour. To understand how to hold a paintbrush. To understand how to put paint onto a paint brush.  | **What are primary colours?**Paint using primary colours. Choose a primary colour for the right purpose.To understand how to use a paint brush to paint. To understand how to use brush strokes with paint brushes. To understand how to clean a paint brush with support.  | **What are the secondary colours?**Understand how to use the primary colours to make secondary colours.  | **What is value and how can we change it?** Explore how to use the black and white to change the value of primary and secondary colours | **What mediums can we use to create muted colours?**Explore using mediums that create more muted/lightly applied colours (watercolours, pencils, soft pastels) | **What mediums can we use to create vibrant colours?**Explore using mediums that create more vibrant colours (poster paint, sharpies, fine liners, oil pastels) | **How can we layer colours for effect?**Explore layering colours using the same medium (Watercolours – wash and then using a thinner brush and thicker watercolour to add detail. Colouring pencils – background shade and then thicker application for details) | **How can we layer colours for effect using different mediums?**Explore layering colours using different mediums (Watercolour wash with sharpies on top for detail and combining colouring pencils with sharpies and fine liners) |
| Line | **What is a line?** Explore where we can we see different lines. | **What can we use to create lines?** Explore using line templates to create lines using different mediums.  | **How many different lines can we draw?**Understand that lines go in different directions (horizontal, vertical and diagonal)Understand that lines can be broken or continuous.Understand that not all lines are straight. | **How does pressure effect lines we draw?**Understand that the pressure we use when drawing effects how thick and dark a line is. | **What is the difference between freehand lines and mechanical lines?**Understand that freehand lines are more expressive.Understand that you can use tools to aid in mechanical lines such as rulers, compasses and set squares. | **What different mediums can we use to create lines?**Understand that different mediums (poster paint, watercolours, pencil, pens, and charcoal) create lines of different thicknesses and depth of colour.  | **How can we change the texture of lines?**Explore mediums where line texture can be altered through smudging (charcoal and pastel) | **How can we use space and lines to change the vibrancy of colours?**Understand how to use lines and space to change the impact and value of a colour. (Lines that are closer together will show a more vibrant colour than those spaced apart – hatchings and cross hatching dots, lines, patterns) |
| Shape | **What are the 2D shapes?**Explore 2D shapes in the environment. | **Can we find shapes in the world around us?**Identify 2D shapes in the environment.  | **How can we make an image out of 2D shapes?**Understand how shapes can create images | **How can we draw an image using 2D shapes?**Understand how to use templates to aid in drawing shapes.  | **How can we draw a shape image using tools?**Understand how to use rulers, compasses and set squares to draw different shapes including a circle, square, rectangle, and triangles.  | **Are all images made of geometric shapes?**Understand that not all shapes are the traditionally taught geometric shapes – some shapes are organic.  | **How can we add visual texture using shape?**Understand that shapes can be used to add texture to a larger image. E.g. scales, bubbles.  | **How can we create shapes using negative space?**Understand how negative space can be used to create shape.  |
| Texture | **What can we feel?**Explore different textures around the environment and name the texture.  | **Does everything feel the same?**Understand how to compare different textures in the environment.  | **Do all materials feel the same?** Explore different materials and discuss their texture: include smooth, rough, silky, soft and hard.  | **How can we create a piece of art using a texture?**Understand that not all art is flat.  | **How can we create a piece of art using a variety of textures?**Understand that not all art has the same texture throughout the piece.  | **Is all texture three dimensional?**Understand that some texture is visual and invented by 2d patterns.  | **How can we create our own textures?**Understand how to create texture using scrunching, cutting, quilling, pressing, imprinting, scratching.  | **How can we use impasto to add texture?**Understand impasto when using acrylics. And how it effects texture.   |
| Sculpture  | **What structures can we create in our environment?**Explore using the environment to choose materials to create a structure play. Progression evident in the resources used in Nursery and then in Reception.  | **What is sculpture?** Understand that sculptures are an element of art which take the form of a structure but can be made from a variety of materials such as: wood, clay, balloons, cake, stone etc.  | **How can we create a sculpture with pre-made resources?** Understand how we can connect materials to create desired shape.  | **How can we manipulate dough and clay to form shapes?**Explore how we can manipulate dough with our hands to for basic shapes.  | **How can we join materials to create more elaborate sculptures?**Explore how techniques such as slip, and score can be used to join components to make them more stable.  | **How can we use tools to add detail to our designs?** Explore how we can add detail to sculptures by using wooden tools, mini ribbon, loop tool etc.  | **How can we use positive and negative space to add meaning to our sculpture?**Explore how we can use negative space in sculpture to add to meaning.Understand how to use supports in sculpture to allow for negative space.  |
| Drawing unit |  |  | **Tracing** | **Sketching** | **Images as shapes** | **Observational** | **Human form** | **Realistic perspective** |
|  | **How do we hold a pencil to mark make?** Understand how to hold a pencil/crayon, felt tip etc. and make marks.  | **How can I represent my ideas more accurately?**Understand how what we want to draw can be made up of more than what we can imagine. To understand how to have more control when using a pencil.  | **How do we trace images?**Understand how to follow lines that are already present**How can we add detail to traced images?**Understand how to add detail to a traced sketch | **What is sketching?**Understand how to sketch lightly to make a base image**How can we use pressure to add detail to sketches?**Understand how to use more pressure to add detail and definition to a base image they have sketched | **How can we deconstruct images into 2D shapes?** Understand how to deconstruct a 2D image into individual shapes**How can we use shapes to help us draw an image?** Understand how to use shapes to form a base image**How can we use sketching to turn our shapes into images?**Understand how we can use sketching and line work to add definition to the base image they have sketched. | **How can we draw 3D shapes?** Understand how to draw 3D shapes**How can we deconstruct images into 3D shapes?** Understand how to deconstruct an object into 3D shapes. **How can We use sketching to aid us in an observational drawing?**Understand how to create an observational drawing through sketch work and definition  | **How can we deconstruct features of the human body into 3D and 2D shapes?** Understand how to deconstruct the human form (body, hands, face) into shapes**How can guidelines be used to support us in drawing the face and body?**Understand how to use guidelines to show accurate proportions on face and bodies.   | **How can we create perspective and illusion through drawing?**Understand how centre points can be used to create perspective. **How can we use 2D shapes to add detail and realism to drawings?**Understand how 2D shapes can be added to a perspective drawing to create the image more realistic.  |
| Art in industry |
| Fashion design  | **What do I wear?**Explore different clothes and how we dress.  | **What do I wear to celebrative occasions?** Explore how different people and cultures dress for special occasions such as birthdays and Christmas etc.  | **What is fashion?** Explore fashion as a concept, understanding that it is a form of expression, displayed by what we choose to wear.  | **What is fashion design?** Understand that fashion design is the art of creating a garment to show a desired idea.  | **How are silhouettes used as the base for fashion design?** Understand that when designing fashion, silhouettes are used to show how an outfit will fit on the body, loose, slim, tight, baggy etc.  | **How can we add detail to a garment outline?**Explore how lines and details can enhance a design showing texture and fit.   | **Can you design outfits to show a contemporary style?** Understand that fashion design requires an understanding of styles and movement in fashion.  | **Can you design a brand of outfits around a theme?** Understand that fashion design requires designers to create a range of outfits in a consistent style to create a signature brand.  |
| Sugar art  | **How does icing sugar feel to touch?** Explore using icing sugar in tough trays to mark make.  | **When do we see sugar art?** Explore when we will see different types of sugar art focussing on celebrative occasions. | **What is sugar art?** Explore the different styles of sugar art and how they are used to add detail to confectionary.  | **How is glace icing used for decorating?**Understand why consistency is important when creating icing.Understand how we can change the colour of icing using food colouring.  | **How is fondant icing used for decorating?**Understand how tools and colouring can be used to add detail and manipulate icing to create a desired effect. | **How is butter icing used for decorating?**Understand how different types of piping nozzles can change the texture of icing when it is applied. | **How can we layer different icings to create detail?**Understand how icings can be layered to add detail: such as piping flat icing onto fondant to create an image or texture. | **How can we use icing to add detail to cakes and biscuits?**Understand that different icings are used for different purposes.  |
| Paper crafts  | **What is paper?** Explore how different papers feel. | **Where does paper come from?**Understand how paper is made.  | **What are the different types of paper?** Understand there are different types of paper including: sugar paper, newspaper, tissue paper, card.  | **How can we use paper in craft?**Understand the different skills we can use to manipulate paper by folding, scrunching, tearing, cutting.   | **How can we use paper as a base to creste 3D art?** understand how we can use paper to create a vague structure (scrunching, folding, joining) and then use other materials (plaster of paris, paper mache), to enhance the structure.  | **How can paper be layered to create 3D effects?**Explore how we can deconstruct an image and put it back together in layers to create a 3D effect. .  | **How we make paper 3D?** Explore how different quilling techniques such as: tight rolled coil, open coil, teardrop, and marquis can create different shapes which can be joined to create an image.   | **How can we use paper folds to create shapes and sculptures?**Explore the art of origami and how the paper can be folded to create 3D shapes and sculptures.  |
| Art movements  |
|  | Contemporary  | Pop art  | Fauvism  | Abstract | Art deco  | Illusion  | Neo- impressionismlism  |
| Understand what makes a movement | **What can we see?** Understand how to express what they can see.  | **What medium has been used to create this piece?** Understand that different pieces of art can be created using different forms and elements such as: drawing, and painting. .  | **What are recognisable features?** Understand that movements will have recognisable features.  | **Are all recognisable features visual?**Understand that not all recognisable features are visual – they can be linked to how the viewer feels | **Is all art recognisable?**Understand that recognisable features of a movement can be linked to the fact the image isn’t recognisable | **Can movements create art of different mediums but retain its recognisable features?**Understand that movements aren’t always paintings, but they retain their recognisable features | **Are recognisable features of an art piece created for the movement or the viewer?**Understand that recognisable features of a movement can be made purposely for the viewer | **Can recognisable art features be more than just how the viewer sees the art?**Understand that recognisable features of movements can also be about how something is made. |
| Critiquing art  | NA  | **Can we say if we like or dislike an art piece?** Understand whether they like an art piece or not.  | **How can we share our opinions about what we like?**Understand how we can share our opinions about what we like. **How can artists use colour in their artwork?**Explore how the artist has used colour in their work. | **How can we share our opinions about what we like and dislike?**Understand that we can discuss what we like and dislike about pieces of art and it is okay if our opinions differ. **How can artists use line and colour in their artwork?**Explore how artists use line and colour in their artwork.  | **How can artists use line in their artwork to create impact?**Explore how artists use line in their art pieces and the impact this has on the piece. | **How can artists use line and colour in their artwork to create impact?**Explore how the artists use line and colour in their piece and the impact this has on the viewer. | **How can we critique art?**Understand how to critique pieces of art – including likes, dislikes, techniques and how to improve. **How do artists use space and colour in their artwork to create illusion?**Explore how artists use, colour and space in their artwork and the illusion this creates. | **How can we use our art critique to improve a piece of artwork?**Understand how to improve a piece of artwork by critiquing it (likes, dislikes and techniques). |
| Inspirational artists  | **What is an artist?** Understand that an artist is someone who creates art. | **what is a contemporary artist?** Understand that a contemporary artists is someone who creates art in a contemporary style.  | **Can art be created by more than 1 person?**Explore art from a variety of artists. | **How can we share what we like about a particular artist?**Explore whether they like a given artist. | **How can we share what we like and dislike about a particular artist?**Explore what they like and dislike about a particular artist. | **Can art in the same style be created by more than 1 person?**Understand that a piece of art in the same style can be created by different people.  | **Do artists who create art in the same movement have the same style?**Understand the similarities and differences between different illusion artists.  | **How can we share opinions about a variety of artists in a given movement?** Explore a variety of artists associated with a given movement and share their opinions.  |

**Progression of Procedural Knowledge Document**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **N** | **R** | **1** | **2** | **3** | **4** | **5** | **6** |
| Formal Elements |  |
| Colour |  Experiment with colour and discuss where we see it. To hold a paint brush  | Paint using primary colours. Choose a primary colour for the right purpose. To hold and use a paint brush correctly. To use water pots to clean the paintbrush  | Mix primary colours to make secondary colours | Change the value of primary and secondary colours using black and white | Use watercolours, pencils, and soft pastels to produce particular muted tones of colour.  | Use poster paint, sharpies, fine liners, and oil pastels to produce particular vibrant tones of colour.  | Layer colours of the same medium and produce different thicknesses and value with the same medium. | Layer different mediums and experiment with how some work well for different purposes.  |
| Line | Discuss where we can we see different lines. | Use line templates to create lines using different mediums.  | Identify and draw lines that are horizontal, vertical, and diagonal.Identify and draw broken and continuous lines.Identify and draw a variety of straight and not straight lines. | Consciously apply the appropriate pressure to create a desired line when drawing. | Draw lines to show expression. Use tools to draw mechanical lines including: rulers, compasses and set squares. | Use different mediums (poster paint, watercolours, pencil, pens, and charcoal) to create lines of different thicknesses and depth of colour.  | Use mediums to alter the line texture through smudging (charcoal and pastel) | Use lines and space to change the impact and value of a colour. (lines that are closer together will show a more vibrant colour than those spaced apart – hatchings and cross hatching dots, lines, patterns) |
| Shape | Explore 2D shapes in the environment. | Identify 2D shapes in the environment.  | Use template shapes to create an image by cutting and sticking  | Draw round template shapes to create an image.  | Use tools such as rulers, compasses and set squares to draw different shapes. Use these skills to create an image by putting shapes together.  | Create a collective image of organic shapes.  | Use taught knowledge and skills of texture to add detail using shape.  | Use negative space in artwork to create hidden shapes or shapes which complete the piece. |
| Texture | Feel different textures around the environment and name the texture.  | Compare different textures in the environment.  | Use different materials and discuss their texture: include smooth, rough, silky, soft, and hard.  | Use materials with a variety of textures to create a textured piece of work.  | Find a variety of textures on one collage.  | Use patterns to create a pattern that is 2D  | create texture using scrunching, cutting, quilling, pressing, imprinting, scratching.  | Create impasto when using acrylics, discussing how it effects texture.   |
| Sculpture  | Use the environment to choose materials to create a structure play. Progression evident in the resources used in Nursery and then in Reception.  |  | Discuss the meaning of sculpture, in that they are a structure but can be made from a variety of materials such as: wood, clay, balloons, cake, stone etc.  | Use materials and resources to connect materials to create desired shape.  | Practice manipulating dough using their hands to form basic shapes.  | Use techniques such as slip, and score can be used to join components to make them more stable.  | Add detail to sculptures by using wooden tools, mini ribbon, loop tool etc.  | Use negative space in sculpture to add to meaning.Understand how to use supports in sculpture to allow for negative space.  |
| Drawing units  |  |
|  | hold a pencil/crayon, felt tip etc. and make marks.  | Talk about how what we want to draw can be made up of more than what we can imagine.  | follow lines that are already present. Add detail to a traced sketch.  | Use knowledge and skills of pencil pressure to create a basic sketch. Use pressure to define a base sketch and definition.  | deconstruct a 2D image into individual shapesuse shapes to form a base imageUse sketching and line work to add definition to the base image they have sketched. | draw 3D shapesdeconstruct an object in to 3D shapes create an observational drawing through sketch work and definition  | deconstruct the human form (body, hands, face) into shapesuse guidelines to show accurate proportions on face and bodies.   | Use centre points to create perspective. Use 2D shapes to add detail to a perspective drawing.  |
| Art in industry  |  |
| Fashion design  | Discuss different clothes and how we dress.  | Discuss how different people and cultures dress for special occasions such as birthdays and Christmas etc.  | Create a mood board to represent the concepts of fashion. | use drawing skills to create a design on a garment template.  | use silhouettes to create a garment outline.  | use lines and texture to add detail to garments.  | Use research to influence their designs.  | Use research and creativity to create their own brand of fashion designs.  |
| Sugar art  | use icing sugar in tough trays to mark make.  | Discuss and identify when we will see different types of sugar art focussing on celebrative occasions. | discuss the different styles of sugar art and explain why they are used to add detail to confectionary.  | experiment with adding water to icing powder to create the appropriate consistency for cake or biscuit icing. To experiment with how the quantity of food colouring will increase the vibrancy of colour.  | use a range of tools to manipulate fondant icing including: rolling pins, cutters, and modelling tools.  |  experiment using a wide range of nozzles to create different textures for icing.  |  use skills previously taught to layer icings to create a desired effect.  | select appropriate icings and tools to create an individual piece of sugar art applied to either cake or biscuits.  |
| Paper crafts  | Talk about how different papers feel. | Discuss how paper is made.  | Identify and discuss the different types of paper including their texture. Look at similarities and differences.  | Identify and use different skills to manipulate paper including, folding, scrunching, tearing and cutting.  | To use paper to create a vague structure (scrunching, folding, joining) and then use other materials (plaster of paris, paper mache), to enhance the structure. | To experiment with layering images in different positions to create a 3D effect.  | To use different quilling techniques to form shapes with paper including tight roll coiled, open coil, tear drop and marquis. | To use the basic techniques of origami in a sequence to create a shape or sculpture.  |
| Art movements  |  |
| Understand what makes a movement | Express what you can see.  | Identify that different pieces of art can be created using different fourms and elements such as: drawing, and painting. .  | Discuss the recognisable features of movements.  | Discuss that not all recognisable features are visual – they can be linked to how the viewer feels | Discuss that recognisable features of a movement can be linked to the fact the image isn’t recognisable | Discuss how movements aren’t always paintings, but they retain their recognisable features | Discuss how recognisable features of a movement can be made purposely for the viewer | Discuss that recognisable features of movements can also be about how something is made |
| Critiquing art  | NA  | Show whether they like an art piece or not.  | Share our opinions about what we like. Discuss how the artist has used colour in their work. | Discuss what we like and dislike about pieces of art and it is okay if our opinions differ. Discuss how artists use line and colour in their artwork.  | Discuss and imitate how artists use line in their art pieces and the impact this has on the piece. | Discuss and imitate how the artists use line and colour in their piece and the impact this has on the viewer.  | Critique pieces of art – including likes, dislikes, techniques and how to improve. Discuss how artists use, colour and space in their artwork and the illusion this creates. | critique pieces of art – including likes, dislikes, techniques and how to improve. Use this critique to edit a piece of art. |
| Inspirational artists  | Discuss that an artist is someone who creates art. | Discuss that a contemporary artists is someone who creates art in a contemporary style.  | Discuss art from a variety of artists. | Discuss whether they like, or dislike a given artist. | Discuss that a piece of art in the same style can be created by different people. .  | Give opinions on a range of different artists in a given art movement.  | Discuss similarities and differences between different illusion artists.  | discuss a variety of artists associated with a given movement and share their opinions.  |

**Yearly map**

|  |  |
| --- | --- |
|  | Year 1 |
|  | Autumn Term | Spring Term | Summer Term |
|  | Formal Elements | Drawing | Art in Industry | Movements |
| question | Colour, line, shape, texture, sculpture | Tracing | Fashion, sugar art, paper crafts | Pop Art |

|  |  |
| --- | --- |
|  | Year 2 |
|  | Autumn Term | Spring Term | Summer Term |
|  | Formal Elements | Drawing | Art in Industry | Movements |
| question | Colour, line, shape, texture, sculpture | Sketching | Fashion, sugar art, paper crafts | Fauvism  |

|  |  |
| --- | --- |
|  | Year 3 |
|  | Autumn Term | Spring Term | Summer Term |
|  | Formal Elements | Drawing | Art in Industry | Movements |
| question | Colour, line, shape, texture, sculpture | Images as shapes | Fashion, sugar art, paper crafts | Abstract |

|  |  |
| --- | --- |
|  | Year 4 |
|  | Autumn Term | Spring Term | Summer Term |
|  | Formal Elements | Drawing | Art in Industry | Movements |
| question | Colour, line, shape, texture, sculpture | Observational | Fashion, sugar art, paper crafts | Art Deco |

|  |  |
| --- | --- |
|  | Year 5 |
|  | Autumn Term | Spring Term | Summer Term |
|  | Formal Elements | Drawing | Art in Industry | Movements |
| question | Colour, line, shape, texture, sculpture | Human form | Fashion, sugar art, paper crafts  | illusion |

|  |  |
| --- | --- |
|  | Year 6 |
|  | Autumn Term | Spring Term | Summer Term |
|  | Formal Elements | Drawing | Art in Industry | Movements |
| question | Colour, line, shape, texture, sculpture | Realistic perspective | Fashion, sugar art, paper crafts | Neo- impressionismlism  |