 **Art Curriculum**

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.

At Church Lane, we have designed a curriculum to support our children to achieve this in a progressive way, which also focuses on allowing our children to experience art and gain the cultural capital that comes along with understanding art movements and how they relate to our own history and culture.
 The Art curriculum is taught through three elements, which are set out in a progressive way. Children begin each year learning skills (practical ways of painting, drawing, sculpting, printing and collaging- Autumn term) before looking at three art movements (Spring term) and then studying an art form (Summer term).

The vocabulary for each area is represented in **blue**. This is new progressive vocabulary and should be built on each year whilst using previously taught vocabulary.

Progression for the skills through the school looks like this:

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| --- | --- | --- | --- | --- | --- | --- |
| **Year**  |  | **Drawing** | **Painting** | **Print** | **Sculpture** | **Collage** |
| **N** | **Line** | * How can we make marks? (Mark making and discussions around mark making)

Pencil, paintbrush, paper, draw, marks,* What can we see in images? (Looking at and discussing illustrations)

Picture, image, photo, illustration. | **Poster paint** | * How do we use a paintbrush? (Holding a paintbrush)

Paint, colour, hold, grip.* Can paint be used without a brush? (Exploring different ways of transferring paint to paper - sponges, carrots, hands, cotton buds etc.)

Sponge, cotton bud, hands, feet, create. | * What patterns can you see? (Identify and recognise patterns).

Pattern, next, before. | **Shape formation** | * What can we make? (Manipulate and shape dough)

Build, make, dough. | * What are scissors and glue for? (Cutting and sticking skills).

Glue, scissors, cut, stick* What can we create? (Exploring using different materials).

Materials, feel, soft, hard, bumpy. |
| **R** | * What different lines can we make? (Making a variety of lines including circular, wavy, straight etc)

Line, wavy, straight, circular, round, curvy. | * How can we identify colours? (Exploring primary and secondary colours and colour names)

Purple, orange, red, blue, yellow, green, primary colour, secondary colour.* How we paint with a paintbrush? (Creating lines using a paintbrush, including how to use a paintbrush correctly, cleaning before using a different colour and drying)

Dip, dab, water, clean, dry, new. | * What comes next? (Copy and continue patterns).

After, first, then, continue.* How can we make patterns? (Create patterns).

Design, repeat*These should be taught using different techniques- sponge painting, block painting, potatoes etc.* | * How can we shape dough? (Manipulate dough/clay to form shapes).

Shape, manipulate, model, dough, clay* What tools can we use to shape dough? (Explore different tools to manipulate dough/clay).

Tools, knife, cutters, | * How can we shape and stick materials? (Explore the different ways of cutting and sticking materials).

Tear, join, together, rip, sellotape.* What materials could be used? (Discuss different materials).

Card, paper, fabric, foam, sequins, glitter, leaves, sticks, tissue paper,string. |
| **1** | * Can lines go in different directions? (Line direction-including horizontal, vertical and diagonal)

Horizontal, vertical, diagonal, direction.* How does pressure effect lines? (Looking at the thickness and heaviness of line drawings including sketching)

Pressure, heaviness, thickness, thin, sketch, heavy, light, effect.  | * How are secondary colours made? (Mixing primary colours to make secondary colours and using their names.)

Mix, tone, new, pallet. * Do different brushes create a different effect? (Exploring different brush thicknesses)
 | * How are patterns created using print? (Create continuous pattern through print).

Print, continuous* How is print used? (Creating print on different surfaces using continuous pattern).

Surfaces, purpose | **Joining**  | * Can 3D shapes be created using dough? (Create 3D shapes with dough).

3D* How can dough be joined? (Manipulate dough to combine the shapes).

Combine,  | * How does texture change? (Discuss the texture of different materials through touch).

Texture, touch, smooth, rough, silky* Can art be created using texture? (Create an art piece using different textures.
 |
| **2** | * How are shapes created using lines? (Creating shapes through the use of line).
* How can the position of lines be used to create space? (Investigating the formal element of space through lines).

Position, space, formal element.  | * Is there more than one tone of green? (Exploring colour through creating different tones of green).

Tones, hue* What happens if we paint with alternative materials? (Painting with a range of tools to create texture).
 | * How can natural materials be used to be print? (Explore how to print with natural materials from the environment).

Natural, environment, eco art,* How can patterns be created using natural materials? (Using natural materials create a continuous pattern).
 | * What different methods can be used to join materials and how effective are they? (Use tape and glue to join materials).

Effective/ effectiveness,* Can we join using paper and card? (Join by creating folds).

folds, | * How can textures be created? (Layer materials to create different textures).

Layer, build,* Why do artists layer materials? (Discuss and explore why we layer materials).

Artist, art piece, impact, effect |
| **3** | * What is a 3D perspective? (Explore different 3D paintings and drawings and explore what makes them from a 3D perspective).

Perspective, dimension, objects, realist, depth * How does the way lines are drawn change the dimension of the image? (3D perspective)
 | **Water colour** | * Can the value of colours be changed? (Exploring how to change the value of water colour paint).

Value, water colour, white.* Does the painting surface effect the quality of painting? (Investigating the effects of painting on a range of surfaces- canvas, paper, water colour paper).

Canvas, surface | * How can colour be used a as a layer? (Layering prints with different colours).

Blocks, multi-layer, * How can prints be layered? (Layering prints with different prints).
 | **Structure** | **Junk model*** Why is structure important? (Explore how to join materials and consider the structural integrity of this method).

Structure, integrity, hold, support,* How can structures be reinforced? (Create folds to join materials considering structural integrity).

Reinforce, purpose, strength, weight. | * What is quilling? (Investigate quilling).

Quilling, rolled, decorative, coil, pinch.* Why do artists overlap materials? (Explore overlapping).

Overlap, illusion, placement, size, |
| **4** | **Value and tone** | * Can tone be changed within art work? (look at layering oil pastels using, scumbling and stippling as well as blending).

Blend, stippling, scumbling.  * How does blending change the value of colour? (Blending with oil pastel- practice using oil and cotton buds to support the blending technique)

Strokes gentle, force. | * Do washes effect tones? (Creating watercolour washes).

Washes flat wash, wet flat wash, gradient wash, variegated wash, wet on wet wash, dilute,* How could detail be added to watercolour paintings? (Creating layers).

shadows, highlights * How is watercolour used to create art? (Create a water colour piece of art).
 | * What is printing? (look at the different types of printing).

Rollers, potato, Styrofoam, linocut printing, printing, printing blocks* How are printing blocks used? (Explore how to use print, allow children to experiment. Children do not need to create their own blocks).

cover, press, relief print, brayer | * How is metal used to reinforce structures? (Create a metal structure to support sculpture).

metal, rods, bars, mesh, absorb* How can a metal structure be sculpted? (Use clay to mould the sculpture over the supporting structure)- 2 lessons).

mould | Collage is not taught in Years 4,5 and 6. Instead more time is spent allowing children to use the skills they have learnt through the curriculum to create final pieces of art in sculpture and Paint. |
| **5** | * How could the value of colour be changed with charcoal? (Value- shading- with charcoal).

Charcoal, chalk, shading, light, smudge, erase* How value be used to create depth and 3D perspective when using charcoal? (creating a 3D perspective using charcoal).

Contours, light source, compressed charcoal. | **Acrylic** | * Is acrylic paint used in the same way as poster paint? (Application of acrylic paint- looking both at fluid acrylic and heavy bodied acrylic).

Palette knife, consistency,* Does colour reflect mood? (Explore how colour can represent mood).

bright, warm. Pastel, mood, emotion, optimistic. * Can mood be portrayed through art? (Create an art piece using mood and colour).

theme, style, approach, concept, visual cues | * How are printing blocks created? (Create printing blocks).

mirror, ink, apply, * How can patterns be created using print? (Create patterns with printing blocks).

Re-use, re-ink, rotate, pivot, *Printing blocks made out of polystyrene*  | * How can modelling tools create detail? (Explore how to use different moulding tools to add detail).

Wooden modelling tool, clay cleaning, mini ribbon, loop tool, colour shaping, dental, needle* How can detail enhance a sculpture? (Create a detailed piece using a modelling tool- 2 lessons).

Outline, expressive, aesthetic |
| **6** | * How could value and tone be used to give purpose to artwork? (Application of Value and tone using prior knowledge of line work and resources from previous years- pencil).

Foundation, imagery, flat, dull,  | * Can mood be reflected by paint application? (Explore how brush technique can reflect mood).
* How could layers effect painted art? (How to layer acrylic paint).

Pathetic fallacy, personification* How can acrylic paint be used in art? (Create an art piece considering brush technique and acrylic layers).
 | * What methods can be used to create printing blocks? (Create a printing block)

 linoleum cutter, carve, burnishing, linoleum block, transfer paper,* How can print be used in design? (Create a continuous pattern on fabric -this could be a textile square or item of clothing).

reverse, opposite*Printing blocks made out of lino* | * What methods can be used to ensure a sculpture is structurally sound? (Create a sculpture considering its structure).
* How can a sculpture be created with detail? (Add detail to sculptures- 2 lessons).
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Progression of art movements is centralised around children having a growing and in-depth knowledge of the different art movements encouraging them to analyse and study different art pieces.

In all art movements children will learn about the background, skills, well known artists and history involved within the art movement. Each art movement will also include an opportunity for the child to create their own art piece based around the movement studied.

Art Movements: Skill Progression

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area of skill | N | R | 1 | 2 | 3 | 4 | 5 | 6 |
| Analysis | What do we like about (M)? | What do we like about (M)? | How can we share our opinions of (M)? | How can we describe (M)? | What are the features of (M)? | What features does this movement have in common with others we have learnt? | What are the similarities and differences in the features of this (M) compared to others we have learnt? | How would we create a (M) piece? |
| Exploration | What is (M)? | What is (M)? | How is (M) represented in pieces of art? | How are the formal elements of: line, shape, colour and tone applied in the (M)? | Do the tools used to create the art effect it’s impact on the viewer? | How does shape, space and colour effect a piece of art in the (M)? | How does form, value and line effect a piece of in the (M)? | How is an artist’s expression represented in their art? |
| Critique  | How can we share our opinions of an art piece? | How can we share our opinions of an art piece? | What skills do you think the artist has used well?  | What skills do we think the artist could look at again? | How can an art piece be critiqued in a negative and constructive way? | How can we critique art using our knowledge of the art form? | How can we critique the art piece using our opinions and those of others whilst considering the skills used within (M)? | How can we improve the art piece based on the critiques it received? |
| Creation | How can we create a (M) piece of art using the skills we have learnt? | How can we create a (M) piece of art using the skills we have learnt and those from Nursery? | How can we create a (M) piece of art using the skills we have learnt and those from Reception? | How can we create a (M) piece of art using the skills we have learnt and those from year 1? | How can we create a (M) piece of art using the skills we have learnt and those from year 2? | How can we create a (M) piece of art using the skills we have learnt and those from year 3? | How can we create a (M) piece of art using the skills we have learnt and those from year 4? | How can we create a (M) piece of art using the skills we have learnt and those from year 5? |