



Roundswell Community Primary Academy



ART Curriculum





ART Curriculum

This includes Art, Craft and Design.

INTENT

At RCPA, we aim to provide a high quality Art, Craft and Design education that engages, inspires, communicates and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art, Craft and Design. As they progress, pupils will develop their ability to appreciate and interpret what they observe, communicate what they think and feel or make what they imagine and invent as they develop their **critical thinking skills**. They will 'know more and remember more.' We have designed a **rich and varied** curriculum that ensures pupils can see, know and experience a wide range of Art and artists, including those from different periods and cultures which they will explore, investigate and evaluate. This content and approach reinforces our global curriculum, enabling our pupils to become **responsible world citizens** with an understanding of how Art impacts and enhances societies and **shows an awareness of world issues**, past, present and future, and contributes to the culture and creativity of our surroundings. In learning these skills pupils will show **respect** and **empathy** and understand the importance of **truth** and **fairness**. We recognise the vital role of Art, Craft and Design in allowing **effective communication**, **self-awareness**, curiosity, **creativity** and self-expression to develop alongside resilience, confidence and **reflection** skills. We intend our pupils to **research**, **collaborate**, **evaluate** and **reflect on risks taken** to actively make a better world for their future.

IMPLEMENTATION

We believe that it is important for all children, but especially those in the early years, to engage with the arts regularly and to explore a range of materials and media. These skills help pupils to work towards the Early Learning Goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter and provides the necessary foundations for future learning.

The sequential progressive learning of knowledge, skills and vocabulary are taught within Art and Design. Within a block of lessons, time will be devoted to develop practical methods and techniques where pupils can experiment, learn techniques, design, create, re-appraise and communicate. They will learn about art movements and artists and how this has changed throughout history. Art lessons are planned to connect with other areas of the curriculum in context in particular with Oracy, History, Computing, Maths and Literacy and link to the needs of our pupils. We aim to provide the pupils of RCPA a distinctive approach where the mind and body interacts with a child's culture, environment, thoughts and emotions as well as developing practical knowledge of how to create art, craft and design e.g. learning the methods and techniques that artists, craft-makers and designers use.

Concepts are connected to enable pupils to acquire new knowledge and progress in their understanding. These include visual elements e.g. colour, line, pattern, texture, along with techniques, media and materials as well as recording the emotional impact of a stimulus or the Art process itself. These elements will be used as a basis for assessment.

From Year One onwards, sketchbooks are used to record pupils' observations and use them to re-visit ideas to improve their mastery of Art and Design techniques, including drawing, painting and sculpture using a range of materials. They will be able to talk with confidence about the differences and similarities of different practises and disciplines and make links to their own work.

All pupils, including those with SEND or disadvantaged pupils will be encouraged to work towards and reach specific end points within our ambitious curriculum. We appreciate that their 'journey' to get to the end goal might look different to some pupils and we will use adaptive teaching styles, approaches and equipment e.g. more guided instruction by breaking down tasks into smaller parts, repetition, worked examples that model and exemplify key techniques or aspects of techniques, more structured tasks by limiting the choice of materials, confining practice to the production of preliminary models or sketches rather than finished final outcomes.



ART Curriculum Overview

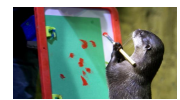


IMPACT

Our curriculum is designed to be accessible to all whilst maximising the development of every child's ability. We want our learners to reach and exceed their potential in Art and Design at RCPA and beyond and have the knowledge and cultural capital they need to succeed in life. Our early education curriculum will prepare pupils for their learning in KS2 and by the end of Year Six, pupils will have covered all the areas of the Art, Craft and Design curriculum within different contexts and felt a sense of ownership about their sketchbook. They will make creative contributions, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other craft and design techniques, being able to evaluate and analyse creative work using the language of Art. They will know about great artists, craft-makers and designers and understand the historical and cultural development of their art forms and use this knowledge to debate and have a dialogue about art. We aim for pupils to have a good knowledge of art's past, present and future including the materials and processes used by making connections through time and having a knowledge of the history of art and its meaning and interpretations. We want pupils to have an accurate impression of art work that a diverse range of artists, craft-makers and designers have produced e.g. traditional, classical and contemporary art, those artists from outside Europe and from diverse communities.

Our curriculum has been designed to help pupils acquire and remember new knowledge. Through a carefully sequenced curriculum pupils will ensure that pupils knowledge builds in growing complexity through deliberate practise to achieve our ambitious goals. All pupils, including those with SEND, are given the best chances to keep up.

From these strong foundations to build upon, there will be a seamless transition to the next stage of their journey. Reflecting on their sketchbook, pupils will be able to communicate their own talents and passions and discuss the meaningful learning experiences they have taken part in. The sketchbook will have been a place which questions about the world are explored and answered independently and with others, with responses used to show their understanding of different techniques, processes, ideas or outcomes including work made by artists, craftspeople, architects and designers. Pupils will be able to reflect on the progress they have made within a variety of Art skills and with their own personal growth to have the confidence to embrace their next steps. They will be respectful citizens who use their creativity and self-expression to show an awareness of world issues and begin to use their creativity to communicate their thoughts.



ART CURRICULUM OVERVIEW

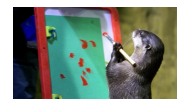
This document contains a comprehensive list of 'I Can' statements for every element of the Art curriculum from Nursery to Year 6. The highlighted statements are the key concepts. The statements demonstrate a clear progression of skills and knowledge that will ensure high quality implementation of the Art curriculum at RCPA. The Curriculum is broken down into the following areas:

Drawing	Painting	3D work/ sculpture	Printmaking	Collage	Textiles	Digital Media
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Teachers will use Access Art for subject knowledge and guidance. Drawing and painting will be continually taught and time will be given to varied practice and master the content of these skills to build deeper learning throughout the year. A focus will be given to drawing, painting, printing and 3D work and these will be taught each year. We aim for pupils to re-encounter these subject components in different contexts. Textiles will work in conjunction with the Design and Technology curriculum.

Within each area, pupils will be expected to use their sketchbook as a place to record their individual response to the world and to develop their own interests and fascinations and develop ownership of their own learning. We will encourage pupils to draw or paint to discover, draw or paint to show what is seen, and draw or paint to experiment alongside collecting information and annotating with relevant notes. We will teach pupils to be reflective and look back at their own or others' work, making links in their learning and to use this to raise questions and support the development in their own future work.

We believe it is important to teach the components of different drawing techniques and methods which can be learnt and practiced throughout their time at RCPA to improve fine motor control; creating a range of marks, lines and shapes, how pressure affects tone, shading to suggest form, light and dark etc. Activities will be planned that begin by focusing on what pupils already know and then introduce newer knowledge or use the same technique in a range of media to complete practice tasks that gradually increase pupils' independence.



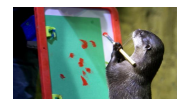
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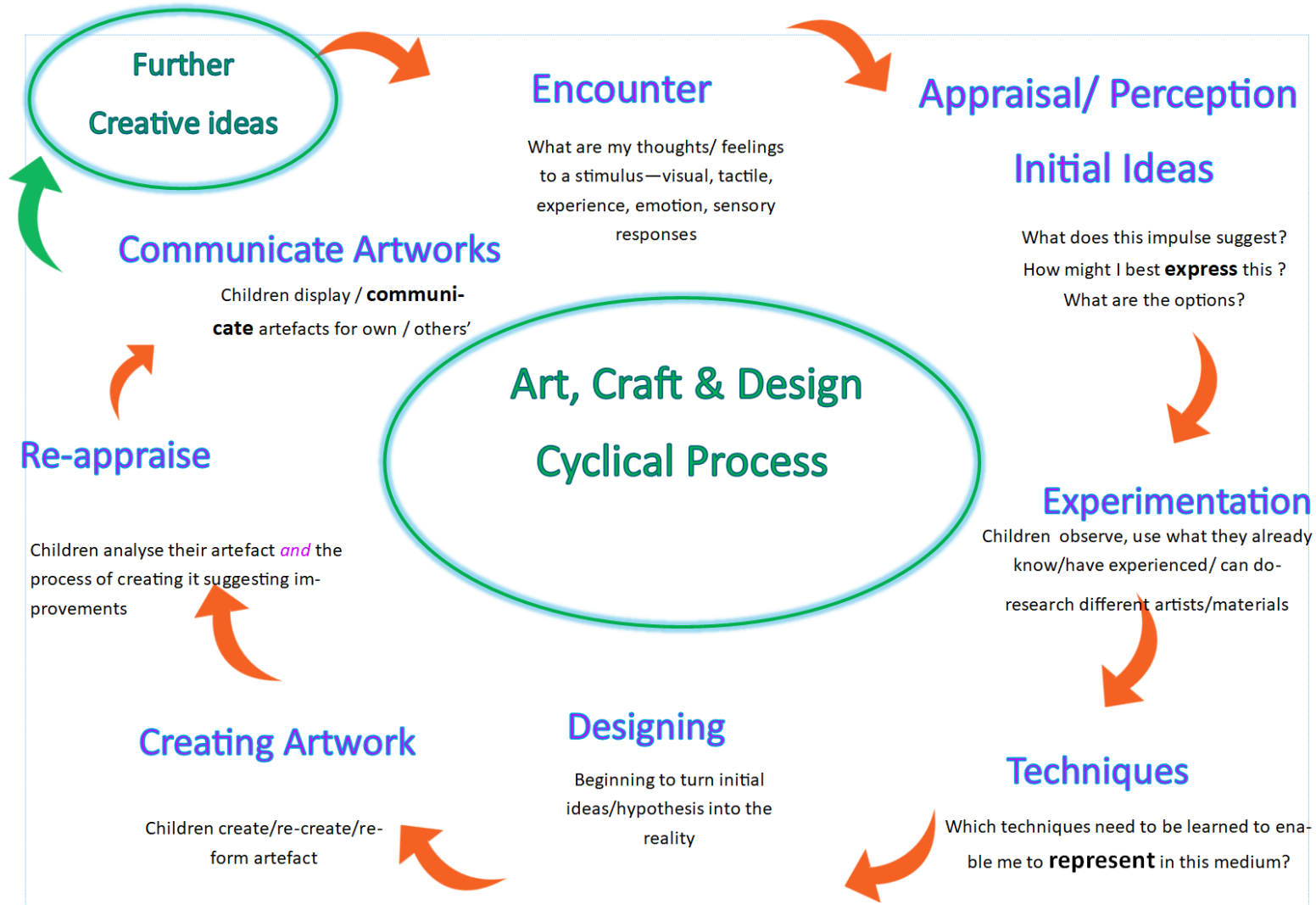
Key Concepts/ Elements Distinctive to Art, Craft and Design	
Communication : Looking, Feeling, Responding/ expressing	Art can convey ideas, thoughts and emotions. From ancient times, people have used images to communicate . Visual art can explore concepts or ideas without requiring written statements. Words are sometimes included and can be an effective complement, but they're not the primary way ideas are conveyed in visual art to evoke a response.
Representation	Art presents ideas, thought and emotions in different ways whether real or imaginary. Artists may like to represent images or 3-D objects as close to real life as possible or as symbolic, impressionistic forms that provide an essence of those ideas, thoughts or emotions.
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye: that's the objective definition. But in art design, colour has a slew of attributes which are primarily subjective. Those include characteristics such as harmony — when two or more colours are brought together and produce a satisfying effective response; and temperature — a blue is considered warm or cool depending on whether it leans towards purple or green and a red whether it leans towards yellow or blue. Subjectively, then, colour is a sensation, a human reaction to a hue arising in part from the optic nerve, and in part from education and exposure to colour, and perhaps in the largest part, simply from the human senses.
Tone	In art, the term "tone" describes the quality of colour . It has to do with whether a colour is perceived as warm or cold, bright or dull, light or dark, and pure or "dirty." The tone of a piece of art can have a variety of effects, from setting the mood to adding emphasis.
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated . The part that is repeated is called a motif. Patterns can be regular or irregular.
Texture	Artists and designers can use actual items to give a 'feel'(touch) in their work or they can suggest how something feels using techniques that imply texture.
Line	A line is a mark made on a surface that joins different points . Lines can vary in length, width, direction and shape. Lines are used by artists and designers to describe objects, add detail or create expression. Lines define an artwork and reveal the artist's techniques. <i>'A line is a dot that's gone for a walk'</i> Paul Klee.
Shape	Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.
Form	Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).
Space	Three-dimensional work creates real space . Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them
Perspective	Linear perspective , creates the illusion of three dimensions on a two-dimensional surface. When teaching kids how to draw, teaching linear perspective teaches them about horizon lines and vanishing points. Viewpoint perspective , is the direction and point from which a visual image is depicted which can have different impacts eg seen from above an image of smallness/towering over/power may be obtained.

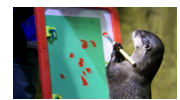


ART Curriculum Overview



This cyclical diagram indicates the process a child goes through as they learn to express artistically:





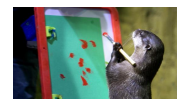
Designing our curriculum

At RCPA we have used evidence-based research to ensure that our curriculum is effective for our pupils. We have ensured that key concepts are deliberately encountered again and again over their time at primary school. Initially the most fundamental concepts will be taught at a shallower level and in subsequent years it will become more complex, deepening pupils' understanding. These important concepts will be revisited, not repeating previously taught knowledge, and built upon, over prolonged periods of time. Our pupils will be expected to remember previous learning.

We will also consider links between subjects within a school year and care will be taken to ensure that these links are meaningful and preserve the way distinct subjects are taught. Key concepts will also be reinforced by links made in different contexts in later years.

e.g. In Reception, Kandinsky linking to circles and spirals in Maths. In Year 3 drawing with charcoal links to learning about the Stone age in History and the text Stone Age Boy in English.





Assessment

We believe assessment in Art, craft and design should be based around timely, frequent and ‘bite-sized’ dialogue between teachers and pupils. In completing feedback in this way, it will focus on improvement in the immediate task. Pupils can then modify and refine the way they are applying these new skills and knowledge. Sketchbooks can be used to evaluate pupil’s written and practical work to see if they have used and understood the correct terminology of the elements of art or by using observations of varied practise sessions, including sketches and explanations. This formative assessment could also provide opportunities for pupils to review artists previously studied. Using insights from a range of sources and opportunities provides teachers with clear knowledge about what they have learned and enables them to give feedback to help pupils improve.

Over time, teachers will determine how effectively pupils have learned and remembered what has been taught and progressed through the art curriculum. Final outcomes can be used to identify which aspects of the curriculum the pupils have remembered and applied and identify gaps in pupils’ knowledge of specific content e.g. practical knowledge of texture, colour, line and tone, specific art vocabulary, how the piece has been assembled, which materials, processes and techniques have been used and whether these choices were appropriate and how well the pupil has communicated meaning using clear links between methods, interests, problems. This will ensure that staff are informed to design and adapt the curriculum if necessary.



Art summative assessment



Year Group: Year

Who has not met the key outcomes in these areas?	
Drawing	
Painting	
Sculpture / 3D form	
Collage	
Printing	
Digital media	
Textiles (completed in DT)	

Who shows greater skill, understanding and knowledge within Art? Who needs extra challenge within a sequence of lessons?

What next? What are the implications for the future? How could the curriculum be adapted?

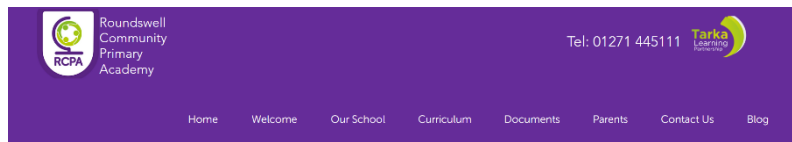


How do we foster a love of Art?

To foster a love of Art we will use our website to showcase pupils Art work to parents, carers and members of the community. Images of successful pieces of independent and collaborative work will be updated throughout the year.

Planned opportunities are also written into the academic year to work with community events. Reception pupils will complete some work for Barnstaple in Bloom and local events from local Art galleries will be published on the school newsletter.

Trips and visits to local art galleries will be encouraged e.g. Burton Art Gallery, Broomhill Sculpture Gardens, Damien Hurst's 'Verity' sculpture in Ilfracombe.



Art Gallery





Pupil voice

What do you learn in Art lessons?

Freddie said, "I learn how to be creative. We were told not to move the prints."

Bea said, "We've learnt to do paintings. and printing. We used polystyrene and really sharp pencils and did our own designs. We used rollers and printed it in our book."

How do you improve in Art?

Freddie said, "by working on it and trying your hardest."

Which areas do you want to improve in Art?

Bea said, "The next time I do printing I will use less paint as it just splodges!"

What do you enjoy the most about Art lessons?

Freddie said, "making stuff, the final piece because its finally the time to show off what you can do."

Be said, "It would be better as you have tried and tried."



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How do you know when you have made progress in Art?

Bea said, "We try again and the adults show us.."

Freddie said, "by telling myself that I need to do something better. The adults sometimes tell us.."

How do you use sketchbooks?

Bea said, "We use them quite a lot, we do everything in them."

Freddie said, "We do drawing, painting, printing and lots of writing in there."

What are you most proud of?

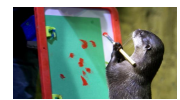
Bea said, "We've got sticky notes that we are proud of. I really like my painting and printing work of flowers.."

Freddie said, "My face because I really tried to make the eyes the right shape."

What skills have you learnt in Art this year?


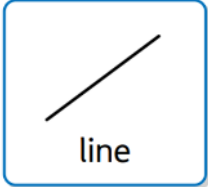
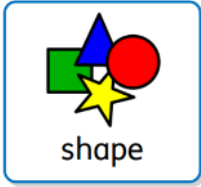
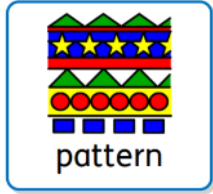
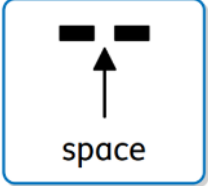

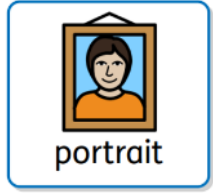


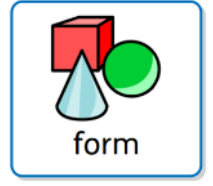

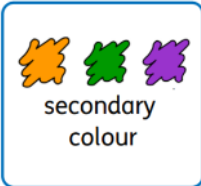
Freddie said, "drawing faces."

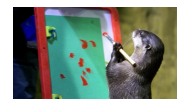
Bea said, "getting the right eye shape."



Vocabulary progression

Developing language is at the heart of our whole-school curriculum. As we develop the curriculum, we aim to consider the skills and knowledge we wish each pupil to acquire, practise and use to support their learning within Art.

Art skills	Autumn	Spring	Summer
Nursery	 colour	 line	 shape
Reception	 pattern	 space	 texture
Year 1	 portrait	 landscape	 tone
Year 2	 form	 primary colour	 secondary colour



Early Years Art

In Nursery and Reception we aim to prepare pupils to achieve the Early Learning Goals to be ready for their learning in KS1, KS2 and beyond. We plan opportunities to develop and refine pupils' fine motor skills and to practice and experiment with different drawing, painting, printing collage and sculpture techniques.

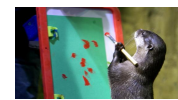
In addition to the Access Art open-ended and playful exploratory units, below is a selection of some the activities that are planned throughout the year. This is not an exhaustive list and this learning will be adapted, deliberately practised and repeated throughout the year so skills can be returned and developed. Drawing will be a continuous focus.

Dexterity skills will be nurtured and an early understanding of visual literacy skills will be promoted enabling each child to build in confidence as they make personal and creative responses. They will be encouraged to explore materials and make marks in a playful way and use their body and imagination to inspire making.





ART Curriculum Overview






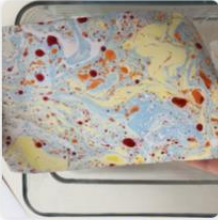









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Focus on colours and shapes linked to Patrick Heron</p> <p>Printing and colour mixing using hands <u>an</u> feet</p> <p>Drawing – using different materials to create a self portrait</p>	<p>Printing – using different objects and body parts</p> <p>Painting – different techniques to make different marks</p>	<p>3D form – salt dough</p>	<p>Painting – colour mixing</p> <p>3D form – junk modelling</p>	<p>Painting- colour mixing including adding white</p> <p>Collage – select and cut different materials</p>	<p>Painting – colour mixing and painting on different surfaces</p> <p>Collage - overlapping different colours</p>
Reception	<p>Painting – mixing colours, linked to Kandinsky</p> <p>Drawing and collage – <u>self portraits</u>, puppet making</p> <p>Printing – hand and foot prints</p>	<p>3D form – use of clay to create a diva lamp for <u>Divali</u></p> <p>Painting – different paint techniques</p> <p>Drawing – observational drawings of vehicles, seasonal change or weather</p>	<p>Painting – different tools and techniques e.g. use of different size brushes, wax and <u>brusho</u></p> <p>Drawing and Painting – large scale collaborative mixed media work (Barnstaple in Bloom)</p>	<p>3D form – using different materials to create minibeasts</p> <p>Collage – linked to Eric Carle</p>	<p>Digital Media – create a simple animation, drawing on a paint programme</p> <p>Drawing and painting – characters from traditional tales</p>	<p>Painting and printing techniques to create a musical instrument e.g. Aboriginal art</p> <p>Textiles – weaving on different scales</p>

	Autumn 1 (EYFS What can we see?)	Autumn 2	Spring 1 (EYFS How can we explore colour?)	Spring 2	Summer 1 (EYFS How can we build worlds?)	Summer 2
Nursery A	<p>Visual Literacy / Observation skills Finding Circles</p> <p>Links to other areas of learning: Mark making and sound</p>	<p>Drawing Shells: Observational drawing and imaginative drawing</p> <p>Links to other areas of learning: Nursery night time collage</p>	<p>Painting Explorer's Books: Collecting Colour To Colour....</p> <p>Links to other areas of learning: Drawing on Pebbles to Make Treasured Fossils Dressing Up as Fossils!</p>	<p>Printing Printing with string Marbled hole punch sketchbook</p>	<p>3D form Top tips for cardboard creations How to clay play</p>	<p>3D form Insect hotels</p>
Nursery B			<p>Painting Galaxy Painting</p>		<p>3D form Fruit and veg head</p>	
Reception	<p>Visual Literacy / Observation skills Still life compositions Collecting, arranging, drawing</p> <p>Links to other areas of learning: Transforming objects Autumn floor textiles</p>	<p>Drawing Introduce short burst drawing exercises</p>	<p>Collage & Painting Collaging with wax crayon rubbings Painting the Savannah by Chloe Williams</p> <p>Links to other areas of learning: Insect hotels Collage streets</p>	<p>Printing Repeat pattern printing roller</p> <p>Links to other areas of learning: Drawing Spiral Snails</p>	<p>3D form Prop making for toys World in a matchbox</p> <p>Links to other areas of learning: Burton Hathow ducklings Imaginary landscapes</p>	<p>3D form World in a matchbox</p>

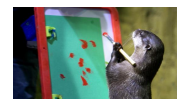










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	Autumn 1 What can we see?	Autumn 2	Spring 1 How can we explore colour?	Spring 2	Summer 1 How can we build worlds?	Summer 2
Nursery	 <p>Finding Circles (accessart.org.uk)</p>	 <p>Shells: Observational and Imaginative Drawing (accessart.org.uk)</p>	 <p>Explorer's Books: Collecting Colour (accessart.org.uk)</p>  <p>To Colour.... (accessart.org.uk)</p>	 <p>Printing with String (accessart.org.uk)</p>  <p>Marbled Hole Punch Sketchbook (accessart.org.uk)</p>	 <p>Top Tips for Cardboard Creations (accessart.org.uk)</p>  <p>How to Clay Play (accessart.org.uk)</p>	 <p>Insect Hotels (accessart.org.uk)</p>
Links to other areas of learning	 <p>Mark Making & Sound: Part One (accessart.org.uk)</p>		<p>(Nursery B)</p>  <p>Galaxy Painting (accessart.org.uk)</p>		<p>(Nursery B)</p>  <p>Fruit and Veg Head (accessart.org.uk)</p>	



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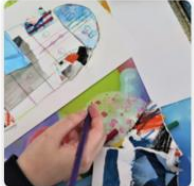








	Autumn What can we see?		Spring How can we explore colour?		Summer How can we build worlds?	
Reception	 <p><u>Still Life Compositions: Inspired by Cezanne (accessart.org.uk)</u></p>  <p><u>Collecting, Arranging, Drawing (accessart.org.uk)</u></p>	 <p><u>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises (accessart.org.uk)</u></p> <p>(drawing exercises)</p>	 <p><u>Collaging with Wax Crayon Rubbings (accessart.org.uk)</u></p>  <p><u>Painting the Savannah by Chloe Williams (accessart.org.uk)</u></p>	 <p><u>Repeat Pattern Printing Roller (accessart.org.uk)</u></p>	 <p><u>Prop Making for Toys (accessart.org.uk)</u></p>	 <p><u>World in a Matchbox (accessart.org.uk)</u></p>



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<p>Links to other areas of learning</p>	 <p>Transforming Objects (accessart.org.uk)</p>		 <p>Collage Streets (accessart.org.uk)</p>	 <p>Drawing Spiral Snails (accessart.org.uk)</p>	 <p>Burton Hathow Ducklings (accessart.org.uk)</p>	
	 <p>Autumn Floor Textiles (accessart.org.uk)</p>		 <p>Let's Start With... Collage (accessart.org.uk)</p>  <p>Insect Hotels (accessart.org.uk)</p>		 <p>Imaginary Landscapes (accessart.org.uk)</p>	



ART Curriculum Overview









In KS1 and KS2 learning in Art is sequenced carefully to be deliberately practised, repeated and built upon over time e.g. Printing will be taught in Years 2, 4 and 6 and painting will be taught in Year 1, Year 3 and Year 5.

	Autumn 1 (Drawing)	Autumn 2	Spring 1 (Surface and Colour)	Spring 2	Summer 1 (Working in 3D)	Summer 2
Year 1	Drawing/Collage Pathway: Spirals	No Art - DT	Painting Pathway: Expressive Painting	No Art - DT	Sculpture Pathway: Playful Making	No Art - DT
Year 2	Drawing/Collage Pathway: Explore & Draw	No Art - DT	Printing/Collage Pathway: Simple Printmaking	No Art - DT	Making/Drawing Pathway: Stick Transformation Project	No Art - DT
Year 3	Drawing/Charcoal Pathway: Gestural Drawing with Charcoal (Cave Art)	No Art - DT	Painting and Sewing Pathway: Cloth, Thread, Paint	No Art - DT	Digital Art Pathway: Making animated drawings	No Art - DT
Year 4	Drawing Pathway: Storytelling Through Drawing	No Art - DT	Printing/Collage Pathway: Working with shape and colour	No Art - DT	Sculpture/Painting /Drawing Pathway: Festival Feasts	No Art - DT
Year 5	Drawing/Collage Pathway: Typography and Maps	No Art - DT	Painting Pathway: Mixed Media Land And City Scapes	No Art - DT	Architecture/Drawing Pathway: Architecture: Dream Big or Small?	No Art - DT
Year 6	Drawing/Sculpture /Collage Pathway: 2D Drawing to 3D Making	No Art - DT	Printing/Collage Pathway: Print and Activism	No Art - DT	Design/Making/Dr awing Pathway: Take A Seat	No Art - DT



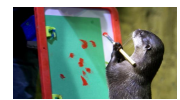
ART Curriculum Overview









	Autumn Drawing & Sketchbooks	During 'non-art' half terms	Spring Surface & Colour	During 'non-art' half terms	Summer Working in Three Dimensions	During 'non-art' half terms
Year 1	 <p>Spirals Pathway: Spirals (accessart.org.uk)</p>	 <p>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises (accessart.org.uk) (short burst, daily drawing exercises)</p>	 <p>Simple Printmaking Pathway: Simple Printmaking (accessart.org.uk)</p>	 <p>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises (accessart.org.uk) (short burst, daily drawing exercises)</p>	 <p>Playful Making Pathway: Playful Making (accessart.org.uk)</p>	 <p>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises (accessart.org.uk) (short burst, daily drawing exercises)</p>



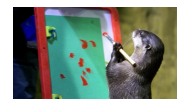
ART Curriculum Overview









	Autumn Drawing & Sketchbooks	During 'non-art' half terms	Spring Surface & Colour	During 'non-art' half terms	Summer Working in Three Dimensions	During 'non-art' half terms
Year 2	 <p>Explore & Draw Pathway: Explore & Draw (accessart.org.uk)</p>	 <p><u>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises</u> (accessart.org.uk) (short burst, daily drawing exercises)</p>	 <p>Expressive Painting Pathway: Expressive Painting (accessart.org.uk)</p>	 <p><u>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises</u> (accessart.org.uk) (short burst, daily drawing exercises)</p>	 <p>Stick Transformation Project Pathway: Stick Transformation Project (accessart.org.uk)</p>	 <p><u>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises</u> (accessart.org.uk) (short burst, daily drawing exercises)</p>



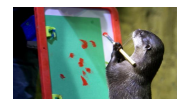
ART Curriculum Overview









	Autumn Drawing & Sketchbooks	During 'non-art' half terms	Spring Surface & Colour	During 'non-art' half terms	Summer Working in Three Dimensions	During 'non-art' half terms
Year 3	 <p>Gestural Drawing with Charcoal</p> <p><u>Pathway: Gestural Drawing with Charcoal</u> (accessart.org.uk)</p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>	 <p>Cloth, Thread, Paint</p> <p><u>Pathway: Cloth, Thread, Paint</u> (accessart.org.uk)</p>	 <p><u>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises</u> (accessart.org.uk) (short burst, daily drawing exercises)</p>	 <p>Making Animated Drawings</p> <p><u>Pathway: Making Animated Drawings</u> (accessart.org.uk)</p>	 <p><u>The Drawing Journey for Children Ages 5 to 7 – Drawing Exercises</u> (accessart.org.uk) (short burst, daily drawing exercises)</p>



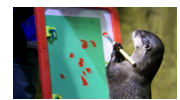
ART Curriculum Overview









	Autumn Drawing & Sketchbooks	During 'non-art' half terms	Spring Surface & Colour	During 'non-art' half terms	Summer Working in Three Dimensions	During 'non-art' half terms
Year 4	 <p>Storytelling Through Drawing</p> <p><u>Pathway: Storytelling Through Drawing (accessart.org.uk)</u></p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>	 <p><u>Pathway: Working with Shape and Colour (accessart.org.uk)</u></p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>	 <p>Festival Feasts</p> <p><u>Pathway: Festival Feasts (accessart.org.uk)</u></p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>



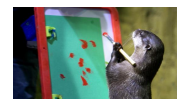
ART Curriculum Overview









	Autumn Drawing & Sketchbooks	During 'non-art' half terms	Spring Surface & Colour	During 'non-art' half terms	Summer Working in Three Dimensions	During 'non-art' half terms
Year 5	 <p>Typography & Maps Pathway: Typography and Maps (accessart.org.uk)</p>	 <p>The AccessArt Drawing Journey for Children – Ages 7 to 9 (short burst, daily drawing exercises)</p>	 <p>Mixed Media Land & City Scapes Pathway: Mixed Media Land And City Scapes (accessart.org.uk)</p>	 <p>The AccessArt Drawing Journey for Children – Ages 7 to 9 (short burst, daily drawing exercises)</p>	 <p>Architecture: Dream Big or Small? Pathway: Architecture: Dream Big or Small? (accessart.org.uk)</p>	 <p>The AccessArt Drawing Journey for Children – Ages 7 to 9 (short burst, daily drawing exercises)</p>



ART Curriculum Overview



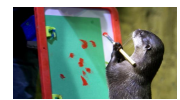
	Autumn Drawing & Sketchbooks	During 'non-art' half terms	Spring Surface & Colour	During 'non-art' half terms	Summer Working in Three Dimensions	During 'non-art' half terms
Year 6	 <p>2D Drawing to 3D Making</p> <p><u>Pathway: 2D Drawing to 3D Making (accessart.org.uk)</u></p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>	<p>Either activity can be completed.</p>  <p>Activism</p> <p><u>Pathway: Print & Activism (accessart.org.uk)</u></p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>	 <p>Take a Seat</p> <p><u>Pathway: Take A Seat (accessart.org.uk)</u></p>	 <p><u>The AccessArt Drawing Journey for Children – Ages 7 to 9</u> (short burst, daily drawing exercises)</p>




ART Curriculum Overview



DRAWING			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<ul style="list-style-type: none">• I can begin to explore a variety of drawing materials including pencil, graphite, felt tips, crayon, pen, chalk, soft pastel, wax and charcoal.• I can explore working on different surfaces on a large scale e.g. roll of wallpaper, child size boxes, easel, tabletop, paving• I can say what I want to create.• I can listen and get ideas from others (e.g. visiting artists, musicians and craftspeople)• I can draw from their imagination and observation.• I can add details to their drawings by selecting interesting objects to draw, and talk about the key features.	






ART Curriculum Overview

	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<ul style="list-style-type: none"> I can talk about the work of artists from across times and cultures and notice where features of artists' work overlap with my own work e.g. in details, colour, movement or line. 	
Reception	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> I can begin to explore a variety of drawing materials including pencil, graphite, felt tips, crayon, pen, chalk, soft pastel, wax and charcoal. I can explore mark making to start to build mark-making vocabulary e.g. shape, colour, pattern. I can undertake projects which explore observational drawing and drawing from imagination e.g. draw pictures of the natural world, including animals, plants and seasonal change. 	<p>Barnstaple in Bloom project – Future High Streets. What do you want for our town? How can we help? E.g. Ecosystems , saving water cleaning the river, litter picking , being plastic free etc</p>  <p>work based on Aboriginal artist, Jimmy Pike Kate Driscoll on Instagram: "This Year 4 class has been working on designs inspired by Aboriginal artist, Jimmy Pike (1940 - 2002). He became famous in the 1990s and..."</p>



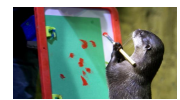
ART Curriculum Overview



		<ul style="list-style-type: none"> I can visit galleries and museums to generate inspiration and conversation about art and artists. 	
1	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Describing the differences and similarities between different practices and</p>	<ul style="list-style-type: none"> I can begin to use a sketch book to record my observations and thoughts and to use them to review and revisit ideas. I can explore, with confidence, a variety of drawing materials including pencil, graphite, felt tips, crayon, pen, chalk, soft pastel, wax and charcoal. I can create spirals using different equipment and on different sizes e.g. chalks on the playground, making spirals to music, large scale drawings, create a 'quiet' spiral and a 'loud' spiral etc I can make a tool to create different size circles when it has a drawing material 	<p>Ernst Haeckle is a great illustrator/ German Biologist. https://mymodernmet.com/ernst-haeckel-art/</p> <p>Molly Haslund – creating circles</p>   



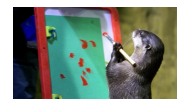
ART Curriculum Overview



	<p>disciplines, and make links to their own work</p>	<p>attached. Use sticks, card, cardboard, tape, twine, straws etc.</p> <ul style="list-style-type: none">• Revisit Kandinsky's circles (from Reception) and use different materials (including colour mixing) to create a class piece.• I can explore mark making to start to build mark-making vocabulary e.g. line, shape, colour, pattern.• I can explore Typography using ICT skills to help me.• I can discuss texture e.g. how to create the fur on a teddy bear/birds/animals using charcoal or felt tip pens or complete observational drawings of food.• I can undertake projects which explore observational drawing and drawing from imagination• I can create continuous learning drawings of small	
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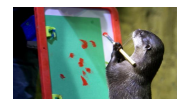
ART Curriculum Overview

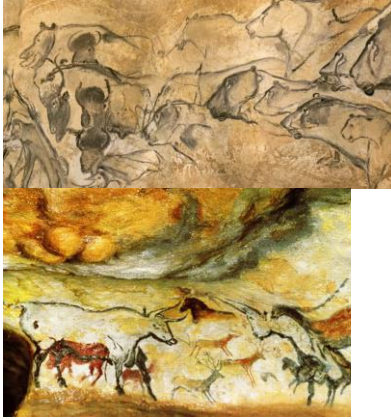



		objects e.g. keys, cutlery, tools, feathers, and coins.	
2		<ul style="list-style-type: none">• I can use a sketch book to record my observations and thoughts and to use them to review and revisit ideas.• I can develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.• I can discuss the use of shadows, light and dark.• I can introduce still-life and draw from the figure/still life object.• I can explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.• I can use drawings as basis for collage/textile work.	<p>Barnstaple in Bloom project – Future High Streets. What do you want for our town?</p> <p>Dr Suess (amazing illustrator!) Axel Scheffler (Gruffalo), Quentin Blake etc.</p>



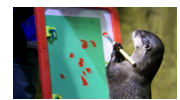
ART Curriculum Overview



		<ul style="list-style-type: none"> I can experiment with line, shape, pattern and colour e.g. drawing a castle or a miniature theatre set. 	
3	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history</p>	<ul style="list-style-type: none"> I can practice close observational drawing from the figure (particularly faces), exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching. I can experiment with different grades of pencils, chalks and charcoal. I can plan, refine and alter my drawings as necessary. I can make 3D drawings e.g. pyramids, still-life. I can design intricate patterns. I can make larger scale drawing from observation and imagination I can explore new drawing media in different combinations to achieve 	<p>Andy Gilmore (light and sound)</p> <p>Cave drawings and paintings</p>  <p>Talking Points: Cave Art (accessart.org.uk)</p>  <p>Illustrator Quentin Blake</p>



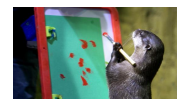
ART Curriculum Overview




		<p>variations in line, tone, colour, shape and pattern eg silhouettes in ink and charcoal, drawing by torchlight</p>	
4		<ul style="list-style-type: none">• I can explore relationships between line and tone, pattern and shape, line and texture e.g use foreground and background in city scapes.• I can apply these skills to a variety of media, exploring outcomes in an open-ended manner.• I can create accurate drawings of people, particularly considering proportion. Make drawings of movement.• I can make drawings to music.• I can make informed choices in drawing including paper and media.• I can use a growing technical skill and knowledge of different drawing materials,	Louise Despont (architectural type drawings)



ART Curriculum Overview



		<p>combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p> <ul style="list-style-type: none"> • I can explore layering of media, mixing of drawing media 	
5		<ul style="list-style-type: none"> • I can begin to use the concept of perspective in my work e.g. produce an increasingly accurate drawing of people or a plan for a 3D model/project. • I can make a close up observational drawing e.g. animal skin • I can extend a drawing from a given detail swatch. • I can draw effective light on objects and people from a different direction. • I can explore the potential properties and relationship of visual 	<p>Robert Rauschenberg</p>  <p>Carmen Hui Carmen Hui Art and Illustration – Carmen Hui Art & Illustration</p> <p>Choose an iconic English object e.g. jam jar and fill with wildflowers from the hedgerow</p>



ART Curriculum Overview



		<p>elements e.g. line, form, tone, pattern, texture, shape and colour.</p> <ul style="list-style-type: none">• I can compose shapes in a pictorial space looking at the work of Surrealism or Cubism.• I can demonstrate a secure knowledge of colour e.g. primary and secondary, warm and cold, complementary and contrasting colours• I can explore the possibilities of using paint and textile materials and techniques to make a mixed media artwork• I can make and use natural ingredients to dye fabric.• Create imaginative work from a variety of sources.	
6		<ul style="list-style-type: none">• I can manipulate and experiment with elements of art e.g. tone, pattern, texture, form, space, colour and shape .E.g. look at movement in nature (cloud shapes)	<p>Vik Muniz (Brazilian artist) Frida Kahlo (Mexican artist) cartoon figures in action Klimt</p>



ART Curriculum Overview




		<ul style="list-style-type: none">• I can develop drawing skills using observational drawing.• I can make multi-dimensional drawings.• I can use colour to give drawings impact.• I can explore drawing and mark making on new surfaces and with different media e.g. clay, linking to genres such as portraiture or landscape• I can explore drawing and mark making linked to the art of another time and/or culture.• I can explore scaling up drawings, bringing in all mark-making skills previously learnt. (Consider a hanging piece of work)	
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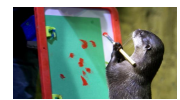
ART Curriculum Overview




PAINTING			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour mixing.</p>	<ul style="list-style-type: none"> I can use a range of materials and tools and learn how to use them with care and precision e.g. brushes, sponges, cotton buds. I can notice features in the natural world. I can define colours, shapes, texture and smells in my own words. I can respond to what I see. I can explore working on different surfaces on a large scale e.g. roll of wallpaper, child size boxes, easel, tabletop, paving I can say what I want to create e.g. people, animals. I can listen and get ideas from others (e.g. visiting artists, musicians and craftspeople) I can explore, experiment and talk about what 	 <p>Patrick Heron</p>



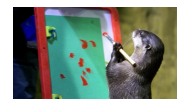
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		<p>happens when I mix colours together.</p> <ul style="list-style-type: none"> I can talk about the work of artists from across times and cultures and notice where features of artists' work overlap with my own work e.g. in details, colour, movement or line. 	
<p>Reception</p>	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> I can develop my colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. I enjoy discovering the interplay between materials e.g. wax and watercolour. I can notice features in the natural world and define colours, shapes, texture and smells in my own words. I can talk about what they see using increasing vocabulary. 	<p>Jackson Pollock Pierre-Joseph Redoute (botanical drawings) Kandinsky and Mondrian (link to shape work) Eric Carle</p> <p>Barnstaple in Bloom project – Future High Streets. What do you want for our town? How can we help? E.g. Ecosystems , saving water cleaning the river, litter picking , being plastic free etc</p> 



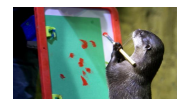
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		<ul style="list-style-type: none">• I can use a range of materials and tools and learn how to use them with care and precision.• I can work on different scales e.g. big and small.• I can notice features in the natural world.• I can define colours, shapes, texture and smells in my own words. I can respond to what I see.• I can work independently and with others in a group.• I can visit galleries and museums to generate inspiration and conversation about art and artists.	
1	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas,</p>	<ul style="list-style-type: none">• I can begin to use a sketch book to record my observations and thoughts and to use them to review and revisit ideas.• I can recognise primary colours and use an experiential approach to simple colour mixing to	<p>Poo painting portraits (Chris Offili)</p> <p>Where my wellies take me' by Michael Morpurgo / Olivia Lomenech Gill,</p> <p>Sue Read (local artist)</p> <p>Vincent Van Gogh</p> <p>J. M Turner (seascapes)</p> <p>Ernst Haeckle is a great illustrator/ German Biologist. https://mymodernmet.com/ernst-haeckel-art/</p> <p>Sarah Graham sweet painter, Wayne Theibold cake painter, https://www.thisiscolossal.com/2020/10/alonsa-guevara-fruit-paintings/</p> <p>Alonsa Guevara</p>



ART Curriculum Overview



experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Describing the differences and similarities between different practices and disciplines, and make links to their own work

discover secondary colours.

- I can discuss and create different shades (by adding black or white) e.g. dark, stormy sky, seascape
- I can enjoy discovering the interplay between materials for example wax and watercolour.
- I can use a variety of tools and techniques e.g. different stroke techniques, brush sizes, feathers, fingers, 'wet in wet' technique.
- I can work on different scales e.g. big and small.
- I can paint different fruits and vegetables
- I can continue to mix secondary colours, shades and tones experientially (i.e. encourage pupils to "try and see")
- I can revisit colour mixing and understand relationships of primary and secondary colours



Klimt. Robert Rauschenberg (Pop Art) mixed media

Katie Morag

Henri Rousseau

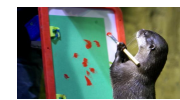
Marela Zacarías (movement and colour painter & sculptor) and Charlie

French (abstract painter with Down Syndrome)




Look at the brushwork of Cezanne and Van Gogh.

Barnstaple in Bloom project – Future High Streets. What do you want for our town?

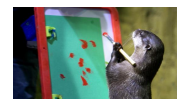




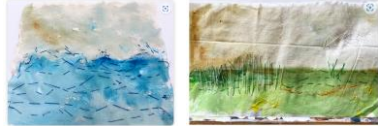
ART Curriculum Overview

		<p>and apply colour mixing skills to a project.</p> <ul style="list-style-type: none"> • I can experiment with tools and techniques including layering, mixing media, scraping through, thick paint. I can name these different types of paint. • I can investigate different mark making using paint e.g. different ends of a paintbrush, scratchy brush, sponge, scourer, sticks, pipe cleaners, corrugated card, cotton buds, rope etc • I can explore painting on different surfaces, such as fabric and different scales. • I can use new colour mixing knowledge and transfer it to other media, e.g. soft pastel • I can investigate different brushstrokes e.g. same/change of direction. Investigate which tools might work best. 	<p>Philippe Jacques de Louthembourg https://commons.wikimedia.org/wiki/File:Philipp_Jakob_Louthembourg_d._J._-_Coalbrookdale_by_Night_-_WGA13730.jpg</p> <p>JWM Turner https://victorian-era.org/jmw-turner-biography.html</p> <p>War painters - Peter Howson (amazing), Paul Nash, Jules George</p> <p>Anna Lipowicz https://www.saatchiart.com/art/Painting-Beauty-of-the-Rainforest/1103800/8099794/view</p> <p>Jill Pelto https://www.pbs.org/newshour/arts/artist-captures-climate-change-in-7-stunning-watercolors</p> <p>John Dyer https://johndyergallery.com/en-hk/products/limited-edition-by-artist-john-dyer-yuxi-yuve-the-water-spirit-of-the-amazon-rainforest</p> 
2	NO PAINTING SEQUENCE IN THIS YEAR GROUP BUT PAINTING SKILLS WILL CONTINUE TO BE PRACTISED		



ART Curriculum Overview



<p>3</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history</p>		<ul style="list-style-type: none"> • I can apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome • I know which primary colours made secondary colours. • I can use a developed colour vocabulary e.g. pale blue, indigo. • I can explore painting on new surfaces using colour as decoration e.g. silver foil, wood. • I can work confidently on a range of scales and talk about the differences in the tools needed e.g. thin brush on a small picture. • I can explore with different effects and textures including blocking in colour, washes, thickened paint. • I can combine threads and paint to create an image. 	<p>Marc Allante</p>  <p>Paul Cezanne</p>  <p>Henri Rousseau</p>  <p>Stories by Ellie Jackson on environmental issues</p> <p>Frida Kahlo</p> <p>Romero Britto</p> <p>Eden Project</p> <p>Art linked to Hinduism e.g. Mendhi / mandala patterns</p>
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ART Curriculum Overview



		<ul style="list-style-type: none"> • I can combine art forms such as collage, painting and printmaking in mixed media projects. • I can make and match colours with increasing accuracy, use specific colour language e.g. tint, tone, shade and hue. • I can plan and create different effects and textures with paint according to what they need for the task. • I can show increasing confidence and independence with the painting process. • I can plan and create different effects and textures with paint according to what they need for the task. 	
4	NO PAINTING SEQUENCE IN THIS YEAR GROUP BUT PAINTING SKILLS WILL CONTINUE TO BE PRACTISED		
5		<ul style="list-style-type: none"> • I can demonstrate a secure knowledge of colour e.g. primary and secondary, warm and cold, complementary and contrasting colours 	<p>Robert Rauschenberg, David Hockney Charlie French (Down Syndrome abstract artist) Self-portraits Klimt Yayoi Kusama Andy Warhol Colin Thompson</p>



ART Curriculum Overview



		<ul style="list-style-type: none">• I can explore the possibilities of using paint and textile materials and techniques to make a mixed media artwork• I can create shades and tints using black and white.• I can use unrealistic colours to make a painting.• I can make a local landscape painting (from own studies)• I can choose appropriate paint, paper and implements to adapt and extend my work.• I can test media and materials and mix appropriate colours.• I can show an awareness of how paintings are created (composition).• I can paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts	David Kemp (local artist)
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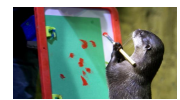
ART Curriculum Overview






6	NO PAINTING SEQUENCE IN THIS YEAR GROUP BUT PAINTING SKILLS WILL CONTINUE TO BE PRACTISED		
COLLAGE			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	Expressive Arts and Design: Join different materials and explore different textures.	<ul style="list-style-type: none">• I can layer tissue paper on top of each other and describe what happens in my own words.• I can use a variety of techniques to construct using different materials e.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners• I can make simple masks and puppets.• I can talk about colours I want to use and give a reason why e.g. colours to camouflage.	



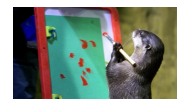
ART Curriculum Overview




<p>Reception</p>	<p>Expressive Arts and Design: Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can enjoy discovering the interplay between materials e.g. wax and watercolour. • I can use basic tools to help deconstruct (scissors) and then construct (glue sticks) using recycled, natural and manmade materials. • I can begin to use scissors and glue to cut and stick using a variety of man-made, natural and recycled materials. • I can use a glue spreader for PVA glue with increasing control. • I can begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • I can think about and discuss what I want to make and share problems and how they might be solved as they arise. 	  <p>Instagram Bristol Market Creative Club L A U R A - COLOURFUL MINDS on Instagram: "COLLAGE FACES These brilliant Collage Faces were made at one of a series of online workshops I did in collaboration with..."</p> <p>Create a collage e.g. minibeasts link to Eric Carle</p> 
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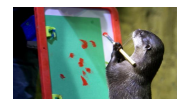
ART Curriculum Overview



		<ul style="list-style-type: none"> I can reflect on my work and talk about how I achieved my aim. I can visit galleries and museums to generate inspiration and conversation about art and artists. 	
1	Use a range of materials creatively to design and make products.	NO COLLAGE SEQUENCE IN THIS YEAR GROUP	
2	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Describing the differences and similarities</p>	<ul style="list-style-type: none"> I can use a sketch book to record my observations and thoughts and to use them to review and revisit ideas. I can explore simple textured collages from a variety of medium e.g. using carbon paper, paint, wax resist etc I can enjoy discovering the interplay between materials but begin to make informed choices e.g. wax and watercolour, pencil and oil pastels etc I can create a group collage on a chosen theme. 	<p>Pop Art William Morris Henri Rousseau</p> <p>Anna Lipowicz https://www.saatchiart.com/art/Painting-Beauty-of-the-Rainforest/1103800/8099794/view</p> <p>Jill Pelto https://www.pbs.org/newshour/arts/artist-captures-climate-change-in-7-stunning-watercolors</p> <p>John Dyer https://johndyergallery.com/en-hk/products/limited-edition-by-artist-john-dyer-yuxi-yuve-the-water-spirit-of-the-amazon-rainforest</p> 



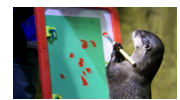
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	between different practices and disciplines, and make links to their own work		
3	Create sketch books to record their observations and use them to review and revisit ideas.	NO COLLAGE SEQUENCE IN THIS YEAR GROUP	
4	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<ul style="list-style-type: none">• I can develop design through making skills and collaborative working skills through graphic design, typography and printmaking.• I can combine art forms such as collage, painting and printmaking in mixed media projects.•	
5		NO COLLAGE SEQUENCE IN THIS YEAR GROUP	
6	Learn about great artists, architects and designers in history	<ul style="list-style-type: none">• I can use a range of media to create a collage.	



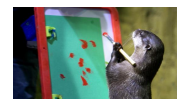
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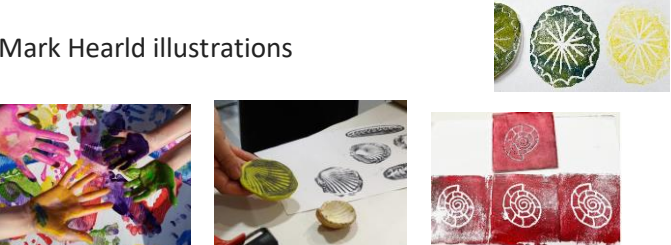


PRINTING			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> • I can print with different types of food e.g. vegetables and fruit. • I can make rubbings e.g. bricks, tree bark. • I can print using my hands, fingers and my feet. 	
Reception	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can explore simple block printmaking e.g. using plasticine, natural materials, manmade materials or junk modelling materials • I can recognise patterns in the environment and create a repeated pattern. • I can make rubbings e.g.. bricks, tree bark. • I can visit galleries and museums to generate inspiration and conversation about art and artists. 	
1		NO PRINTING SEQUENCE IN THIS YEAR GROUP	



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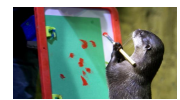
<p>2</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Describing the differences and similarities between different practices and disciplines, and make links to their own work</p>		<ul style="list-style-type: none"> • I can use a sketch book to record my observations and thoughts and to use them to review and revisit ideas. • I can explore simple block printmaking e.g. using plasticine, natural materials, manmade materials or quick print foam and stencils. • I can select found objects to be used as tools to press into plasticine or clay to create texture and to understand notions of positive and negative. • I can explore pattern, line, shape and texture. • I can recognise patterns in the environment and create a repeated pattern. • I can print on a variety of surfaces e.g. different types of paper, canvas, fabric, wood etc • I can create a mono print using a line drawing using pencil, tracing paper and oil pastels. • I can design patterns with increasing complexity and repetition. 	 <p>Print with hands and feet then draw flowers in chalk, outline in pen. Talk about layering the hand/footprints. Hands, Feet and Flowers (accessart.org.uk)</p> <p>William Morris Deborah Cauchi (lego figures and superheroes), Christian Waggener (Star Wars) https://christianwaggonerartist.com/ Sally Mankus (printed images onto found objects made to look old and historic) https://sallymankus.com/mixed-media/ Shepherd Fairey http://www.artnet.com/artists/shepard-fairey/</p> <p>Monoprinting with Oil Pastel and Carbon Copy Paper (accessart.org.uk) Botswanan Printmaker Xgaoc'o X'are</p> <p>Mark Hearld illustrations</p> 
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ART Curriculum Overview



3	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history</p>	NO PRINTING SEQUENCE IN THIS YEAR GROUP	
4		<ul style="list-style-type: none"> • I can make and match colours with increasing accuracy, use specific colour language e.g. tint, tone, shade and hue. • I can choose prints appropriately. • I can engrave lino to make a print. • I can begin to modify and adapt print. • I can use a variety of material and objects to print. • I can use a polystyrene tile to make a print e.g. string printing in response to music or create wrapping paper. • I can explore 'positive' and 'negative' images. • I can use a variety of techniques including relief and impressed printing and mono printing. • I can begin to explore layering technique e.g. colour mixing through overlapping coloured prints. • Talk about the process used to create a simple print. 	Henri Matisse
5		NO PRINTING SEQUENCE IN THIS YEAR GROUP	
6		<ul style="list-style-type: none"> • I can build up layers, part and whole, choosing which inks to use. • I can design and make my own printing roller to create wallpaper. • I can choose a printing method which is appropriate. 	



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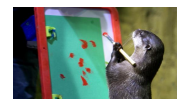
		<ul style="list-style-type: none"> I can explore the art of another time and / or culture, and make individual work in response to what is seen. I can explain different printing techniques. I can use poly-block, relief printing. I can organize my work in terms of pattern, symmetry, repetition or random printing styles. 	
TEXTILES (TO BE TAUGHT WITHIN DT)			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> I can explore weaving on a large scale e.g. fabric/paper in and out of the fence. I can talk about colours that I want to use e.g. hot/cold colours. 	
Reception	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<ul style="list-style-type: none"> I can explore textile materials through 3D sculpture /weaving e.g. plastic netting, fence art I can visit galleries and museums to generate inspiration and conversation about art and artists. 	




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	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		
1	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<ul style="list-style-type: none">• I can use basic tools to help deconstruct (scissors) and then construct (glue sticks) using recycled, natural and manmade materials.• I can build and carve a textured relief tile using cardboard.• I can explore textile materials through 3D sculpture /weaving e.g. use a finer base grid - chicken wire, hessian, seagrass frames and use natural materials	
2	<p>Describing the differences and similarities between different practices and disciplines, and make links to their own work</p>	<ul style="list-style-type: none">• I can use a variety of techniques e.g. weaving, sewing, inca, finger knitting, tie dye, applique etc. Focus on how to thread a needle.• I can cut, glue and trim material.• I can make simple stitches.• I can create images from imagination, experience or observation.	
3			

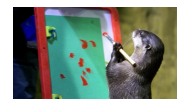



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4	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history</p>	<ul style="list-style-type: none"> • I can stitch through layers e.g. felt to make a mask of a character from a story • I can use a variety of techniques including printing, dyeing, quilting, weaving, embroidering, paper and plastic trappings and applique. • I can name and match the tools and materials they have used, develop skills in stitching cutting and joining. • I can choose collage or textiles as a means to extend work already achieved. • I can carefully choose the material for the desired effect. 	 <p style="text-align: center;">Make stitches onto a landscape/seascape</p>
5			
6		<ul style="list-style-type: none"> • I can join fabrics in different ways including stitching. • I can use different grades, threads and needles. • I can interpret the texture of a surface e.g. over stitch a felt decoration. • I can experiment with texture e.g. using batik. 	
3D SCULPTURE including CLAY			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	Expressive Arts and Design:	<ul style="list-style-type: none"> • I can begin to use scissors and glue to cut and stick using a variety of man-made, natural and recycled materials. 	



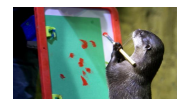
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	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<ul style="list-style-type: none"> • I can use a glue spreader for PVA glue with increasing control. • I can begin to use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • I can construct with a range of materials. • I can say what I want to create and begin to talk through my ideas how to complete it. • I can manipulate play dough, salt dough and clay e.g. rolling, kneading, shaping. • I can select found objects to be used as tools to press into plasticine or clay to create texture. 	
Reception	<p>Expressive Arts and Design:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<ul style="list-style-type: none"> • I can explore textile materials through 3D sculpture /weaving e.g. plastic netting, fence art • I can construct with a range of materials e.g. natural mandalas. • I can manipulate play dough, salt dough and clay e.g. rolling, kneading, shaping to create simple pots and slabs e.g. diva lamp to celebrate Divali, make a natural face. • I can select found objects to be used as tools to press into plasticine or clay to create texture. 	<p>Barnstaple in Bloom project –How can we help? E.g. Ecosystems , saving water cleaning the river, litter picking , being plastic free etc</p> <p>Andy Goldsworthy</p>  <p>Land Art: Nature Mandalas</p>



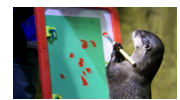
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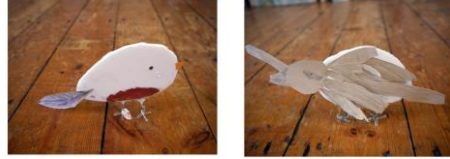



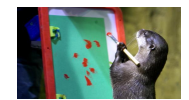
	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> I can visit galleries and museums to generate inspiration and conversation about art and artists. 	
<p style="text-align: center;">1</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Describing the differences and similarities between different practices and disciplines, and make links to their own work</p>	<ul style="list-style-type: none"> I can explore sculpture using card, paper etc and investigate cutting, folding, tearing, crumpling paper to achieve different results. I can use basic tools to help deconstruct (scissors) and then construct (glue sticks, masking tape etc) to create paper sculptures I can explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. I can manipulate clay to create simple coil pots (animal feeding bowl) and slabs. e.g. rolling, kneading, pinching, pulling, prodding, shaping, squeezing. I can create a sculpture based on close up drawings of animals e.g. feathers, beak, feet etc I can use found objects to be used as tools to press into plasticine or clay to create texture and to understand notions of positive and negative. 	<p>Barbara Hepworth Visit North Devon Museum to see a range of pottery Damien Hirst - Treasures of the Wreck of the Unbelievable https://www.palazzograssi.it/en/exhibitions/past/damien-hirst-at-palazzo-grassi-and-punta-della-dogana-in-2017-1/</p> <p>Look at artists who have been inspired by birds e.g. Ernst Haekel, Hoang Tien Quyet, John James Audubon, Dusciana Bravura</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>





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2		<ul style="list-style-type: none"> • I can explore how 2d can become 3d, • I can continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. I can explore carving as a form of 3D art. • I can explore the expressive properties of clay. • I can demonstrate experience in simple decoration techniques: impressed, painted, applied and use them when appropriate using natural or man-made materials. • I can shape, form, construct and model materials for a purpose, e.g. create a decorative tile from observation and imagination. • I can use tools and equipment safely and in the correct way with increasing confidence. • I cut simple shapes from card and use them to construct architectural forms. • I can use drawn, collaged and printed elements as surface decoration for the architectural maquettes. 	



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3	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history</p>	<ul style="list-style-type: none"> I can independently join clay and have an understanding of different adhesives and methods of construction e.g. score clay and add slip. I can plan, design and make a simple papier mache object. 	<p>Giacometti Anthony Gormley Damien Hirst 'Verity' (Ilfracombe)</p>  <p>Look at Roald Dahl characters and create your own e.g. Dirty Beasts.</p> 
4			
5		<ul style="list-style-type: none"> I can plan, design, make and adapt models showing an understanding of shape and form. I can build a solid structure. I can make a mould and use plaster safely. I can discuss and evaluate their own work and that of any sculptors. I can analyse and interpret natural and manmade forms of construction. 	<p>Alexander Calder Salvador Dali Cornelia Parker Thomas J Price (bronze sculpture)</p>
6			



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DIGITAL MEDIA			
<u>Year Group</u>	<u>NC Objectives</u>	<u>Skills / Knowledge (links to ICT curriculum)</u> (key concepts are highlighted)	<u>Links to artists</u>
Nursery	<p>Expressive Arts and Design: Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and</p>	<p>I can use a simple computer paint program to create a picture.</p>	



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	<p>paintings, like happiness, sadness, fear etc.</p>		
Reception	<p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can record my voice over a picture. • I can create a simple digital collage. • I can move and resize images with my fingers or mouse. <ul style="list-style-type: none"> • I can use a simple computer paint program to create a picture. 	
1	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<ul style="list-style-type: none"> • I can add labels to an image • I can order images to create a simple storyboard. • I can sequence a series of pictures to explain my understanding of a topic. 	
2	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<ul style="list-style-type: none"> • I can take a self-portrait or a photograph. • I can understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it. • I can add voice labels to an image. • I can add a voice recording to a storyboard. 	



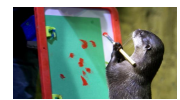
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	Describing the differences and similarities between different practices and disciplines, and make links to their own work		
3	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> • I can use digital media to identify and research artists, craftspeople, architects and designers • I can create an interactive comic with sounds, formatted text and video. • I can annotate an image with videos 	
4	<p>Learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • I can create an eBook with text, images and sound. • I can create a presentation demonstrating my understanding with a range of media. 	
5		<ul style="list-style-type: none"> • I can create and export an interactive presentation including a variety of media, animations, transitions and other effects. • I can create an interactive guide to an image by embedding digital content and publishing it online. 	
6		<ul style="list-style-type: none"> • I can create a web site which includes a variety of media. • I can design an app prototype that links multimedia pages together with hyperlinks. 	



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		<ul style="list-style-type: none">• I can choose applications to communicate to a specific audience.• I can evaluate my own content and consider ways to improvements.	
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