



# Art Curriculum Map

## INTENT

Edgar Degas 'Art is not what you see but what you make others see'.

At Hoyle Court we use Art Education to engage, inspire, enthuse and challenge children. We teach art as a way of exploring, understanding and responding to the world around us through looking, drawing, playing, experimenting, making, creating, reflecting and evaluating. Through art education children will understand their own culture and heritage and explore the culture and heritage of others. We want each child to discover their 'voice' and to use this voice to reflect on their own art and the work of others. We aim to inspire children by using the work of a wide range of artists both past and present, local and from a wide range of cultures, teaching them to critique their work and use it to influence the decision making in their own artwork. We aim to equip children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We teach art to develop self-expression, creativity, confidence, identity, imagination, problem solving and to promote and improve mental health and well-being. We believe that an appreciation and enjoyment of the visual arts enriches all our lives. We aim to provide meaningful and memorable experiences through art education which children may not have outside school. We value art as it allows children an alternative way of communicating their thoughts and feelings through a different voice.

## IMPLEMENTATION

The implementation of Art at Hoyle Court follows a long-term plan for each Key Stage. To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art is taught as part of a half termly topic, focusing on knowledge and skills stated in the National Curriculum. Our art progression document ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group. At Hoyle Court, we place high value on Art and design as we feel this is important in enabling all children to gain real life, enriching and memorable experiences.

All children will:

- have the opportunity to record from first-hand experience and from imagination.
- develop opportunities to select their own ideas for use in their work.
- develop creativity and imagination through a range of complex activities.
- develop the ability to control materials, tools and techniques.
- increase their critical awareness of the roles and purposes of art and design in different times and cultures.
- develop increasing confidence in the use of visual and tactile elements and materials.
- develop enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

### EYFS

In the Foundation Stage Art is embedded throughout the curriculum. The objectives taught are taken from the EYFS statutory framework and the Development Matters for Reception to match the programme of study for art. The most relevant statements for art are taken from the following areas of learning: Physical Development-the children will: • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. Expressive Arts and Design-the children will: • 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.

### KS1 & KS2

Art is taught following half-termly units and weekly Art lessons which are recorded in children's sketch books and finished pieces for display. Teaching strategies may include opportunities for art and design learning inside and outside the classroom. • Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom. The children will have opportunities to explore local museums and art galleries and have visitors/artists into school to share art and design experiences. Where outside visits are not possible remote visits to galleries will be used. • Each year the children will all take part in a whole school art project such as the National Gallery 'Take One Picture' project. • A termly stimulus display will be used to show the progression of a skill through school. All children will visit the display at some point during the half term and produce a piece of artwork inspired by it. Further information regarding our approach to teaching art can be found in our Skills Progression Document.

	Essential knowledge and skills	Vocabulary	Local context / Enrichment
Early Years	<b>Hedgehogs</b> <ul style="list-style-type: none"> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.</li> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<u>Craft / Painting</u> Paint, draw, apron, colour, red, blue, green, yellow, purple, orange, black, white, brush, crayon, chalk, pom pom, feather, glue, scissors, cut, stick <u>Describing materials</u> Soft, hard <u>Malleable</u> Press, Dough, roll, squeeze, pat, pull, ball, cut <u>Actions</u> Mix, roll, brush <u>Construction</u> Strong, build	
	<b>Squirrels</b> <ul style="list-style-type: none"> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> </ul>	<u>Craft / Painting</u> Brown, grey, mix, palette, dark, light, lollystick, tape, model, pencils, join, pastels, glitter, sequin, hole punch, straight, zigzag, spotty, stripy <u>Actions</u> Press, dab, squeeze, spread, stamp, drip <u>Malleable</u> playdough, clay, prod, pinch, roll, tear, flatten, twist, slice, cutter, extruder, pattern, bake, cook, soft, hard, smooth <u>Describing materials</u> Rough, sticky, bumpy, stretchy, bendy, lumpy <u>Cooking</u> Recipe, cooking, baking, ingredients, healthy, measure <u>Construction</u> Stack, balance, connect, stable, wobbly, sturdy	
	<b>Owls</b> 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. <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG</b> <b>Share their creations, explaining the process they have used. CWM. ELG</b> <b>Make use of props and materials when role playing characters in narratives and stories. CWM. ELG</b>	<u>Craft / Painting</u> Shade, bold, pale, blend, artist, watercolours, join, plan, split pin, treasury tag, staple, attach, connect, symmetrical, spiral <u>Actions</u> Swirling, layering, splattering <u>Malleable</u> Mould, sculpt, sculpture, twist, pound, knead, stamp, press, indent, rough, bumpy, sticky, firm, stretchy, scented <u>Describing materials</u> Powdery, glossy, silky, runny <u>Designing</u> Create, improve, adapt, experiment, explore <u>Construction</u> Connect, link, arrange, measure, adjust, improve, rebuild, demolish, collapse, structure, foundation, design, solution	
Key Stage	<u>Drawing and Sketchbooks</u>	<u>Spirals Vocabulary</u> <u>Explore and Draw Vocabulary</u>	

<p><u>Year 1 – Spirals</u> <u>Drawing and Sketchbooks</u> <u>Artist - Molly Haslund</u></p> <ul style="list-style-type: none"> <li>• Make a drawing using a continuous line for a minute or two.</li> <li>• Draw from observation for a few minutes at a time.</li> <li>• Make different marks with different drawing tools.</li> <li>• Explore how a brush can make marks.</li> <li>• Make choices about which colours to use.</li> <li>• Share opinions about artwork.</li> <li>• Talk about own artwork/drawings.</li> </ul>	<p><u>Year 2 - Explore and Draw</u> <u>Drawing, Sketchbooks, Collage</u> <u>Artists - Rosie James, Alice Fox</u></p> <ul style="list-style-type: none"> <li>• Notice how some artists explore the world around them to help them find inspiration.</li> <li>• Explore local environment (school, home, etc) and collect things which catch their attention</li> <li>• Explore composition by arranging objects.</li> <li>• Use careful looking to practice observational drawing and focus for 5 or 10 minutes.</li> <li>• Hold an object and make a drawing thinking about the way the object <i>feels</i>.</li> <li>• Combine different drawing media such as wax and watercolour, graphite and water, wax crayon and pencil in observational drawings.</li> <li>• Work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in work.</li> <li>• Cut out and collage to explore composition.</li> <li>• Talk about artwork with classmates sharing ideas and improvements.</li> </ul>	<p>spiral, movement, pressure, motion, line, continuous line, small, slow, larger, faster, careful, graphite, chalk, pen, oil pastel, dark, light, mark making, colour, pattern, sketch book, pages, measure, size, observation, looking, object, drawing, reflect</p>	<p>explore, collect, imagine, curious, arrange, composition, shade, colour, pattern, observational drawing, pressure, line, mark, mark making, wax, graphite, oil pastel, pen, blending, watercolour, brusho, pencil, line, tone, shape</p>	<p>Local area walks Google maps</p>
<p><u>Print, Colour and Collage</u></p>				
<p><u>Year 1 – Simple Print Making</u> <u>Printmaking, collage, Sketch books</u></p>	<p><u>Year 2 – Exploring the World through Monoprint</u> <u>Printmaking, (mono) Drawing, Collage, Sketchbooks.</u> <u>Artists - Xgaoc'o X'are, Leonardo Di Vinci</u></p>	<p><u>Simple Print Making Vocabulary</u></p>	<p><u>Explore the World Through Monoprint Vocabulary.</u></p>	
<ul style="list-style-type: none"> <li>• Make simple prints using hands and feet.</li> <li>• Explore environment and take rubbings of different textures.</li> <li>• Push objects into plasticine and make prints.</li> <li>• Cut shapes out of foam board and stick them on a block to make a plate. Print from the plate.</li> <li>• Draw into the surface of the foam board and print from the plate.</li> <li>• Add colour, shape and lines to prints.</li> <li>• Create a repeat print.</li> <li>• Use sketchbook to collect my prints and test ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Make drawings using photos from films as source material.</li> <li>• Look closely and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen.</li> <li>• Look closely at small objects and make drawings with soft pencil or handwriting pen at the same scale or size.</li> <li>• Think carefully about which marks to include when drawing.</li> <li>• Explore artists who use monoprint.</li> <li>• Use carbon paper to make mono prints.</li> <li>• Slow down looking and mark making and work for 5 to 15 minutes on a drawing.</li> <li>• Share my work and talk about likes/improvements.</li> <li>• Share thoughts on a peer's work.</li> </ul>	<p>print, press, pressure, paint, primary colours, red, yellow, blue, shape, line, arrangement, rubbing, texture, wax crayon, pencil crayon, cut, collage, stick, arrange, explore, print maker, plasticine, plate, impression, colour mixing, secondary colours, green, orange, purple, pattern, sequence, repeat , scale, size</p>	<p>close looking, pausing, seeing, understanding, mark making, pressure, line, speed, fast, slow, experiment, explore, graphite, handwriting pen, soft B pencil, coloured pencils, chalk, oil pastels, focus, scale, shape, form, light, dark, shadow, mono print, carbon paper, primary colours, secondary colours, colour mixing, pattern, sequence, picture</p>	
<p><u>Working in Three Dimensions</u></p>		<p><u>Making Birds Vocabulary</u></p>	<p><u>Be an Architect Vocabulary</u></p>	
<p><u>Year 1 – Making Birds</u> <u>Sculpture, Drawing and Collage</u> <u>Artist – Andrea Butler</u></p>	<p><u>Year 2 Be an Architect</u> <u>Architecture, Sketchbooks, Drawing</u> <u>Artists - Hundertwasser, Zaha Hadid, Heatherwick Studios</u></p>	<p>lines, shapes, mark-making, texture, soft pencil, graphite, handwriting pen, oil pastel, coloured pencil,</p>	<p>architect, architecture, designer, maker, model, scale, imagination, three-dimensional, structure, wall,</p>	<p>Bird watching Bird visitor Local area walk to look at buildings/structures</p>

<ul style="list-style-type: none"> <li>• Look carefully at photos and films of birds, take in the details and overall shapes, and then make drawings.</li> <li>• Draw from life looking closely.</li> <li>• Experiment with a variety of drawing materials and test ways to make marks to show what can be seen.</li> <li>• Use colour drawings and mix two or more different media together.</li> <li>• Look at the work of other artists who show 'birds.'</li> <li>• I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</li> <li>• Use a variety of materials to make a sculpture.</li> <li>• Share work with classmates and teachers, and consider what was successful</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the work of some architects. Know that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where we live.</li> <li>• Share how architecture makes you feel and likes and dislikes.</li> <li>• Use sketchbook to make drawings and notes.</li> <li>• Explore lines and shapes seen in architecture.</li> <li>• Sketch different examples of architecture/buildings.</li> <li>• Make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks.</li> <li>• Explore a variety of materials and explore how I can reshape the materials and fasten them together to make a model.</li> <li>• Know that you don't need to design on paper first; that you can design as you make.</li> <li>• Reflect on work and share with others. Sharing thoughts about own models and classmates.</li> <li>• Use digital media to document artwork.</li> </ul>	<p>observation, close study, texture, blending, explore, transform, fold, tear, crumple, collage, sculpture, structure, balance, flock, collaboration</p>	<p>floor, window, door, roof, community, colour, form, shape, line, pattern, model making, design, balance, construct, photograph</p>	
<u>Paint, Surface and Texture</u>		<u>Exploring Watercolour – Vocabulary</u>	<u>Expressive Painting – Vocabulary</u>	
<p><u>Year1 – Exploring Watercolour Painting/ Sketchbooks</u> <u>Artist – Paul Klee</u></p> <ul style="list-style-type: none"> <li>• Explore watercolour and understand the different effects that can be achieved.</li> <li>• Explore the work of other artists who use watercolour and share thoughts about their work.</li> <li>• Name and use primary colours and begin to understand how colours mix to make secondary colours.</li> <li>• Experiment with different marks that can be made with watercolour/brush</li> </ul>	<p><u>Year 2 - Expressive Painting Painting, Sketchbooks</u> <u>Artists - Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</u></p> <ul style="list-style-type: none"> <li>• I know that artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</li> <li>• I can share my opinion on artists.</li> <li>• Fill sketchbooks full of colour and brush marks, inspired by other artists.</li> <li>• Recognise primary colours and mix secondary colours.</li> <li>• Experiment with hues by changing the amount of primary colours.</li> <li>• Use various tools to apply paint in abstract patterns.</li> <li>• Make paintings from still life.</li> <li>• See colours and shapes in still life.</li> <li>• Share opinions on own and others artwork.</li> <li>• I can take a photograph of my final piece, thinking about focus and lighting</li> </ul>	<p>watercolour, burhs, paint, wash, wet on dry, wet on wet, mark making, primary colours, secondary colour, colour mixing, experiment</p>	<p>gesture, exploration, reaction, imagination, energy, impression, colour, life, shape, form, texture, line, primary colours, secondary colours, tint, hue, surface, brush, mark-making, homemade tools, abstract, focus, detail, shapes, line, rhythm, positive shapes, negative shapes.</p>	<p>RB to lead painting workshop.</p>
<u>Collaboration and Community</u>		<u>Flora and Fauna Vocabulary</u>	<u>Music and Art Vocabulary</u>	
<p><u>Year 1 – Flora and Fauna Drawing, Collage and Sketchbooks</u> <u>Artists - Eric Carle, Joseph Redoute, Jan Van Kessel</u></p>	<p><u>Year 2 - Music and Art Drawing, Making, Sketchbook</u> <u>Artist – Kandinsky</u></p>	<p>flora, fauna, line, shape, colour, tones, hues, tints, observe, graphite, handwriting pen, oil pastel,</p>	<p>music, rhythm, gesture, mark making, listen, line, speed, pressure, shape,</p>	<p>Plant/flower scavenger hunt. Forest school – bug hotel Listening/playing instruments</p>

	<ul style="list-style-type: none"> <li>Look at art made by other artists inspired by flora and fauna.</li> <li>Look closely at insects and plants and make observational drawings using pen/pencil.</li> <li>Experiment using graphite and oil pastel to make own insects.</li> <li>Cut out shapes in different colours and use these shapes to make an insect or bug.</li> <li>Work with classmates to make a shared drawing.</li> <li>Share artwork with the class giving opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Know that some artists are inspired by other artforms such as music.</li> <li>Give opinions and listen to others.</li> <li>Listen to sounds and use mark making skills to make marks in response.</li> <li>Draw from observation whilst listening to a piece of music and let the music inspire my drawing.</li> <li>I can use my imagination and work on a larger scale to make drawings of imaginative instruments, or I can use my hands to invent musical instruments made from construction materials.</li> <li>I can share my work with the class.</li> <li>I can reflect upon what I have made and share my work with the class. I can listen to their responses to my work and talk about my response to their work.</li> <li>I can take photos of my artwork.</li> </ul>	collage, painted, paper, cut, tear, arrange, composition, elements, mini-beast, insect, collaboration, community	colour, texture, scale, express,	
<u>Drawing /Colouring Skills – 10 minute drawing skills</u>					
	<u>Sketching/drawing</u>	<u>Colouring/shading</u>	<u>Sketching and colouring vocabulary</u>		
	<ul style="list-style-type: none"> <li>Draw using one continuous line, keeping the pencil on the paper.</li> <li>Look closely and draw what you can see.</li> <li>Break objects into simple shapes (circles, squares, lines) to help with drawing</li> <li>Try different types of marks, such as lines and dots.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of colouring tools (crayons, pencils, pastels, felt tips) with increasing control</li> <li>Explore primary and secondary colours through colouring activities</li> <li>Choose colours intentionally</li> </ul>	pencil, pen, crayon, pastel, felt tips, continuous, looking, observing, objects, simple, shapes, detail, texture, dots, lines, patterns, control, primary colours, secondary colours, pressure, light, dark		
		<ul style="list-style-type: none"> <li>Colour with increasing control and care, covering space more evenly</li> <li>Experiment with light and dark pressure.</li> <li>Begin to colour within shapes, showing awareness of boundaries.</li> </ul>			
Lo wer	<u>Drawing and Sketchbooks</u>		<u>Gestural Drawing Vocabulary</u>	<u>Story Telling Through Drawing</u>	

<p><u>Year 3 – Gestural Drawing with Charcoal</u> <u>Drawing and Sketchbooks</u> <u>Artists - Heather Hansen, Laura McKendry, Edgar Degas</u></p> <ul style="list-style-type: none"> <li>• Experiment with the types of marks that can be made with charcoal.</li> <li>• Make loose gestural sketches.</li> <li>• Understand Chiarascuro and how it can be used in artwork.</li> <li>• Use light and dark tones.</li> <li>• Share work with peers</li> <li>• . Talk about what has been successful and what could be improved.</li> <li>• Take photographs of artwork.</li> </ul>	<p><u>Year 4 – Story Telling Through Drawing</u> <u>Drawing and Sketchbook</u> <u>Artists - Laura Carlin, Shaun Tan</u></p> <ul style="list-style-type: none"> <li>• Explore the work of artist who tell stories through imagery.</li> <li>• Respond to the work of illustrators and graphic novels giving opinions and sharing thoughts.</li> <li>• Work in a sketchbook to record ideas and thoughts generated by looking at other artists’ work.</li> <li>• Use line, shape, and colour using a variety of materials to test ideas.</li> <li>• Use composition, sequencing and mark making in drawings.</li> <li>• Create a piece of artwork that contains sequences images to tell a story.</li> <li>• Share work with others and talk about the journey/story.</li> <li>• I can listen to feedback and respond.</li> <li>• Take photographs of artwork.</li> </ul>	<p>charcoal. gestural, loose, expressive, mark making, sweeping, fast, slow, gentle, energetic, chiaroscuro, tone, tonal, values, dark, light, midtone, squint, hands, handprints, tools, positive negative shapes, silhouette, drama, lighting, shadow, body, movement, trace,</p>	<p>Illustration, inspiration, original source, graphic novel, illustrator, poetry, line, weight, mark making, medium, graphite, ink, pen, quill, brush, water colour, composition, sequencing, visual literacy</p>	
<u>Print, Colour and Collage</u>		<u>Working with Shape and Colour Vocabulary</u>	<u>Exploring Pattern Vocabulary</u>	
<p><u>Year 3 - Working with Shape and Colour</u> <u>Printmaking (Stencil/Screen Print), Collage</u> <u>Artists - Henri Matisse, Claire Willberg</u></p> <ul style="list-style-type: none"> <li>• Explore artwork through, looking, talking and drawing.</li> <li>• Cut shapes directly into paper using scissors.</li> <li>• Collage elements, choosing colour, shape and composition.</li> <li>• Add lines, colour and shapes to collage.</li> <li>• Explore positive and negative shapes.</li> <li>• Share work with class.</li> <li>• Take photographs of artwork.</li> </ul>	<p><u>Year 4 – Exploring Pattern</u> <u>Drawing, Collage, Design</u> <u>Artists - Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</u></p> <ul style="list-style-type: none"> <li>• Explore artists who create artwork inspired by pattern.</li> <li>• Think about where pattern can be seen in real life.</li> <li>• Work in sketchbook and generate patterns.</li> <li>• Make a tessellated design thinking about colour and shape.</li> <li>• Explore positive and negative shapes.</li> <li>• Make own repeating pattern.</li> <li>• Share and give opinions on own and others work.</li> <li>• Take photographs of artwork.</li> </ul>	<p>sketch, line, shape, capture, cut, direct, try, explore, colour, shape, elements, composition, arrange, negative and positive shape</p>	<p>pattern, exploratory, point, line, shapes, circles, ovals, curves, aesthetic, tessellated, design, colour, negative and positive shapes, surface pattern, collage, arrange, design</p>	Artist workshop
<u>Working in Three Dimension</u>		<u>Telling Stories Through Drawing and Making Vocabulary</u>	<u>Structures, Sculptures, Inventiveness and Determination Vocabulary</u>	

<p><u>Year 3 - Telling Stories Through Drawing and Making</u> <u>Drawing, Sculpture and Sketchbooks</u> <u>Artists - Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</u></p> <ul style="list-style-type: none"> <li>• Know that some artists use sketchbooks to explore ideas.</li> <li>• Use sketchbook to explore books/films making visual notes.</li> <li>• Make a sculpture inspired by a book or film using materials to model and construct.</li> <li>• Reflect and share sculpture with peers.</li> <li>• Compare sculptures.</li> <li>• Take photographs thinking about lighting and background.</li> </ul>	<p><u>Year 4 – Structures, Sculptures, Inventiveness and Determination.</u> <u>Drawing, Sculptures and Sketchbooks</u></p> <ul style="list-style-type: none"> <li>• Notice that we can learn about ourselves through art.</li> <li>• Experiment with materials.</li> <li>• Make observational drawings.</li> <li>• Construct with a variety of materials to make a sculpture.</li> <li>• Talk about creations with classmates. Talk about successes and things that you would change.</li> <li>• Give thoughts on peers’ work.</li> <li>• Take photographs of work thinking about lighting and background.</li> </ul>	<p>sketchbooks, brainstorm, explore, experiment, test, try out, respond, line, shape, wash, layer, pens, watercolour, exaggerate, gesture, sculpture, structure, cover, clay, construct, model, character, personality, composition</p>	<p>exploration, inventive, challenge, character, personality, explore, discover, construct, experiment, imagine, rethink, analyse, tools, pliers, scissors, glue guns, construction materials, fastening materials, structure, sculpture, balance, creative risk, articulate, feedback, composition</p>	<p>Local area walk Visit to Yorkshire Sculpture park</p>
<p><u>Paint, Surface and Texture</u></p>		<p><u>Cloth, Thread and Paint Vocabulary</u></p>	<p><u>Explore Still Life Vocabulary</u></p>	
<p><u>Year 3 – Cloth, Thread and Paint</u> <u>Painting, Sewing, Drawing and Sketchbook</u> <u>Artists- Alice Kettle, Hannah Rae</u></p> <ul style="list-style-type: none"> <li>• Explore how artists combine media and use them in unusual ways to make art.</li> <li>• Respond to artist’s work.</li> <li>• Know what a landscape is.</li> <li>• Use sketchbook to make visual notes that capture ideas and interests.</li> <li>• Use sketchbook to test ideas and explore colour and mark making.</li> <li>• Mix colours to create different hues, tints and dilutions.</li> <li>• Use paint to create a background on fabric.</li> <li>• Use thread and stitching to create texture on top of painted canvas.</li> <li>• Share work with others and talk about the process.</li> <li>• Take photographs of work thinking about lighting and focus.</li> </ul>	<p><u>Year 4 – Explore Still Life</u> <u>Painting, Drawing, Collage, Sketchbooks, Relief</u> <u>Artists - Paul Cezanne, Peter Claesz, Melchior d’ Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sat</u></p> <ul style="list-style-type: none"> <li>• Explore contemporary and traditional artists who work within the still life genre.</li> <li>• Express thoughts on artists’ work.</li> <li>• Use sketchbook to make visual notes, record and reflect.</li> <li>• Draw from observation thinking about line, colour, shape, texture form and composition.</li> <li>• Create a piece of still life using collage/drawing.</li> <li>• Present and share artwork.</li> <li>• Explain how sketchbook work helped to build knowledge and skills towards final piece.</li> </ul>	<p>mixed-media, cloth, fabric, calico, acrylic, paint, thread, stitches, needle, test, experiment, try out, background, foreground, detail, dilute, colour mixing, tight, tension, knot, dot, dash</p>	<p>still life, genre, traditional, contemporary, objects, arrangement, composition, viewfinder, lighting, background, foreground, light, dark, tone, shadow, colour, hue, tint, elements, pattern, texture, colour, mark making, respond, reflect, articulate</p>	
<p><u>Collaboration and Community</u></p>		<p><u>Using Natural Materials to Make Images Vocabulary</u></p>	<p><u>Festival Feasts Vocabulary</u></p>	

<p><u>Year 3 – Using Natural Materials to Make Images</u>  <u>Cyanotype, Anthotype, Painting with Natural Pigments, Drawing, Sketchbooks</u>  <u>Artists - Frances Hatch, Anna Atkins</u></p> <ul style="list-style-type: none"> <li>• Explore how artists make art from natural materials around them such as pigment from plants, the ground and sunlight.</li> <li>• Reflect and responds to artists' work.</li> <li>• Use sketchbook to collect ideas.</li> <li>• Make visual notes about how artists have made images.</li> <li>• Use sketchbook to try out ideas and experiment.</li> <li>• Create Cyanotype artwork.</li> <li>• Share artwork with peers.</li> </ul>	<p><u>Year 4 – Festival Feasts</u>  <u>Sculpture, Painting, Collage, Drawing and Sketchbooks</u>  <u>Artists - Claes Oldenberg, Lucia Hierro, Nicole Dyer</u></p> <ul style="list-style-type: none"> <li>• Explore the work of artists who are inspired by food and share responses with the class.</li> <li>• Use sketchbook to record and reflect how artists' work makes you feel.</li> <li>• Use sketchbook to draw food using a variety of media.</li> <li>• Draw still images from life exploring use of line, shape, colour and texture.</li> <li>• Create a 3d painted sculpture of food.</li> <li>• Present work as a larger piece of artwork.</li> <li>• Share and respond to own artwork and peers.</li> </ul>	<p>natural pigments, dye, background, fabric, negative, positive, light, dark, elements, pattern, form, cyanotype, anthotype, present, reflect, respond</p>	<p>viewpoint, 2D, 3D, graphics, design, construct, contribute, surface, texture, feedback, articulate, respond, media</p>	<p>Food tasting  Forest sessions</p>
<p><u>Drawing /Colouring Skills – 10 minute drawing skills</u></p>		<p><u>Sketching and Colouring Vocabulary</u></p>		
<p><u>Sketching and Drawing</u></p> <ul style="list-style-type: none"> <li>• Draw using one long line. Keep your pencil on the paper and look carefully at the object.</li> <li>• Look closely and draw what you can really see, not what you think it looks like.</li> <li>• Break the object into simple shapes like circles, squares, and lines.</li> <li>• Try different marks, such as hatching, cross-hatching, feathering and stippling.</li> </ul>	<p><u>Colouring and Shading</u></p> <ul style="list-style-type: none"> <li>• Use a range of colouring tools (crayons, pencils, pastels, felt tips) with increasing control</li> <li>• Explore primary and secondary colours through colouring activities</li> <li>• Choose colours intentionally to represent real objects or imaginative ideas</li> <li>• Colour with increasing control and care, covering space more evenly</li> <li>• Experiment with light and dark pressure to create different effects</li> <li>• Colour within shapes, showing awareness of boundaries</li> <li>• Show gradient with a range of materials</li> <li>• Begin to blend colours</li> </ul>	<p>pencil, pen, crayon, pastel, felt tips, continuous, looking, observing, objects, simple, shapes, detail, texture, dots, lines, patterns, control, primary colours, secondary colours, pressure, light, dark, shadow, highlight, gradient, hatching, cross-hatching, stippling, feathering, blending.</p>		
<p><u>Drawing and Sketchbooks</u></p>				

<p><b>Year 5 - Typography and Maps</b>  <u>Design: Typography, Drawing, Collage, Sketchbooks</u>  <u>Artists - Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</u></p> <ul style="list-style-type: none"> <li>• Know that Typography is the visual art of arranging letters and words.</li> <li>• Explore how to create/arrange letters in a playful way using cutting and collage.</li> <li>• Draw letters using pen and pencil inspired by objects.</li> <li>• Use sketchbook for referencing, collecting testing and reflecting.</li> <li>• Use mark making, cutting and collage skills to create a visual map that incorporates symbols, drawn elements and typography.</li> <li>• Share work with class reflect upon what has been successful.</li> <li>• Give useful feedback to peers.</li> </ul>	<p><b>Year 6 – 2D Drawing and 3D Making</b>  <u>Drawing, Sculpture, Graphic Design, Collage, Sketchbooks</u>  <u>Artists - Lubaina Himid, Claire Harrup</u></p> <ul style="list-style-type: none"> <li>• Explore artists who use drawing skills to make objects.</li> <li>• Use sketchbooks to record, reflect and collect ideas.</li> <li>• Use lines, mark-making, tonal values, colour, shape and composition to add interest to work.</li> <li>• Use negative space and the grid method to aid drawing.</li> <li>• Transform drawing into three-dimensional object to create a piece of artwork.</li> <li>• Share work with peers and give appropriate feedback.</li> </ul>	<p><b><u>Typography and Maps Vocabulary</u></b>          typography, lettering, graphics, design, communicate, purpose, intention, visual impact, pictorial maps, identify, symbols, reflect, critique, feedback</p>	<p><b><u>2D drawing and 3D Making Vocabulary</u></b>          2D Drawing, 3D objects, negative space, grid method, scaling up, collage, balance</p>	
<p><b><u>Print, Colour and Collage</u></b></p>				
<p><b>Year 5 – Making Monotypes</b>  <u>Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks</u>  <u>Artists - Kevork Mourad</u></p> <ul style="list-style-type: none"> <li>• Know what Monotype is and see how artist use monotype in their work.</li> <li>• Study drawings made by other artists and identify marks they have made.</li> <li>• Collect examples of marks in sketchbooks.</li> <li>• Listen to a piece of poetry and think about colours, lines, shapes and words</li> <li>• Create images to reflect emotions/mood of poetry.</li> <li>• Use sketchbook to explore ideas.</li> <li>• Use mark making skills to create monotypes.</li> <li>• Combine painting with collage.</li> <li>• Share peers’ responses to artwork.</li> </ul>	<p><b>Year 6 – Activism</b>  <u>Printing, Collaging and Drawing</u>  <u>Artists- Luba Lukova, Faith Ringgold, Shepard Fairey</u></p> <ul style="list-style-type: none"> <li>• Know that some artists use their skills to communicate messages on behalf of communities.</li> <li>• Explore what you care about and ways you might share ideas.</li> <li>• Know that classmates have different likes/dislikes/beliefs but understand that they are all valid.</li> <li>• Create visuals and text which communicate messages.</li> <li>• Use line, shape and colour to create artwork.</li> <li>• Use typography to make messages stand out.</li> <li>• Combine printing, collage and drawing.</li> <li>• Reflect and articulate about classmate and own artwork.</li> </ul>	<p><b><u>Making Monotypes Vocabulary</u></b>          monotype, artists, poetry, evoke, response, mood, sense, layer, combine, multi-media, present, similarities, differences, critique</p>	<p><b><u>Activism Vocabulary</u></b>          activism, voice, message, community, poster, zine, screen printing, articulate, respond, feedback, similarities and differences.</p>	

<u>Working in Three Dimensions</u>		<u>Set Design Vocabulary</u>	<u>Brave Colour Vocabulary</u>	Visit – David Hockney gallery
<p><u>Year 5 – Set Design</u>  <u>Set Design, Making, Drawing and Sketchbooks</u>  <u>Artists - Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson</u></p> <ul style="list-style-type: none"> <li>• Explore how artists use their skills to build sets for theatre of animation.</li> <li>• Respond to a suggested stimulus (poetry, prose, music or short film)</li> <li>• Design and build a model set which conveys my interpretation of the mood/narrative</li> <li>• Use sketchbook to brainstorm, jot thoughts, test materials, record and reflect.</li> <li>• Share process and outcomes with classmates.</li> <li>• Listen to feedback and take it on board.</li> <li>• Take photographs or film artwork thinking about the presentation, lighting, focus and composition.</li> </ul>	<p><u>Year 6 – Brave Colour</u>  <u>Installation Art and Sketchbooks</u>  <u>Artists - Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz Wes</u></p> <ul style="list-style-type: none"> <li>• Explore the work of installation artists who use colour, light and from to create immersive environments.</li> <li>• Respond to a creative challenge or stimulus.</li> <li>• Research artists</li> <li>• Create a 3d model or 2d artwork.</li> <li>• Use sketchbooks to explore colour, record thoughts and to test ideas.</li> <li>• Present ideas to others, articulate thoughts and respond to classmates.</li> <li>• Take photographs of artwork. Thinking about focus, lighting and composition.</li> </ul>	<p>set design, theatre, animation, model, maquette, imaginative, response, stimulus, interpretation, vision, mood, drama, narrative, lighting, composition, foreground, background, articulate, reflect, similarities, differences</p>	<p>sketchbook, visual notes, colour, installation, art, immersive, participate, context, environment, viewer, light, colour, form, structure, senses, present, share, respond, articulate, feedback, similarities, differences</p>	
<u>Paint, Surface and Texture</u>		<u>Mixed Media Land and Cityscapes Vocabulary</u>	<u>Exploring Identity Vocabulary</u>	
<p><u>Year 5 – Mixed Media Land and Cityscapes</u>  <u>Painting, Drawing and Sketchbooks</u>  <u>Artists - Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones, Saoirse Morgan</u></p> <ul style="list-style-type: none"> <li>• Research and respond to artists who created land and cityscapes in various ways.</li> <li>• Extend sketchbooks thinking creatively about how pages can be changed into different sizes and shapes.</li> <li>• Use sketchbook to explore and experiment.</li> <li>• Create a mixed media land or city scape.</li> <li>• Share journey with others and reflect upon what has been learnt.</li> <li>• Critique own artwork and peers' artwork.</li> </ul>	<p><u>Year 6 – Exploring Identity</u>  <u>Collage, Drawing and Sketchbooks</u>  <u>Artists - Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</u></p> <ul style="list-style-type: none"> <li>• Respond to artists 'work who create portraits.</li> <li>• Use sketchbook to record, generate ideas, test, reflect and record.</li> <li>• Think about line, shape, colour, texture when sketching/drawing.</li> <li>• Create a layered portrait – collage and sketching.</li> <li>• Share work with classmates. Listening to feedback.</li> <li>• Reflect upon similarities and differences to classmates' work.</li> <li>• Take photographs of artwork thinking about lighting, focus, and composition.</li> </ul>	<p>landscape, cityscape, working from life, mixed media, capture, composition, format, urban, nature, architecture, background, foreground, medium, share, respond, reflect, generate, similarities, difference</p>	<p>identity, layer, constructed, portraiture, layering, physical, collage, shading, gradient, texture, mark-making, shadow, highlight, present, share, reflect, articulate, feedback</p>	
<u>Paint, Collaboration and Community.</u>		<u>Fashion Design Vocabulary</u>	<u>Shadow Puppets Vocabulary</u>	

<p><b>Year 5 – Fashion Design</b>  <b>Fashion, Painting, Collage and Sketchbooks</b>  <b>Artists - Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla</b></p> <ul style="list-style-type: none"> <li>• Explore the work of contemporary fashion designers.</li> <li>• Share responses to fashion designers work expressing likes and dislikes</li> <li>• Use sketchbook to make visual notes</li> <li>• Listen to design brief and use sketchbook to generate ideas.</li> <li>• Explore colour, shape, line, shapes and pattern.</li> <li>• Use sketchbook to make a 2d design using paint, paper and collage.</li> <li>• Share designs and outcomes with class.</li> <li>• Take photographs of work, thinking about presentation and lighting.</li> </ul>	<p><b>Year 6 – Shadow Puppets</b>  <b>Making, Drawing, Sketchbooks</b>  <b>Artists - Lotte Reiniger, Matisse, Wayang Shadow Puppets, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witt</b></p> <ul style="list-style-type: none"> <li>• Use sketchbook to record, generate ideas, test ideas and reflect.</li> <li>• Make a shadow puppet.</li> <li>• Manipulate materials using tools – to give puppets character and expression.</li> <li>• Make a puppet that moves</li> <li>• Work with peers collaboratively</li> <li>• Give feedback about the work of others.</li> <li>• Take photographs or film work thinking about presentation and lighting.</li> </ul>	<p>Contemporary, historical, fashion design, designers, design brief, colour, texture, shape, form, material, body, wearable, fit for purpose, pattern cutting, present, share, reflect, respond, articulate, similarities, differences.</p>	<p>Paper cutting, cut outs, shadow puppets, performance, narrative, character, present, share, respond, articulate, feedback.</p>	
<p><u>Drawing /Colouring Skills – 10 minute skills</u></p>		<p><u>Drawing and Colour Skills Vocabulary</u></p>		
<p><b>Sketching and Drawing</b></p> <ul style="list-style-type: none"> <li>• Draw using one continuous line. Keep your pencil on the paper and look carefully at the object.</li> <li>• Look closely and draw what you can really see, not what you think it looks like.</li> <li>• Break the object into simple shapes like circles, squares, and lines.</li> <li>• Use a variety of different marks to create texture.</li> <li>• Use shadows and highlights to add tone and dimension to work.</li> </ul>	<p><b>Colouring and Shading</b></p> <ul style="list-style-type: none"> <li>• Use a range of colouring tools (crayons, pencils, pastels, felt tips) with increasing control</li> <li>• Explore primary and secondary colours through colouring activities</li> <li>• Choose colours intentionally to represent real objects or imaginative ideas</li> <li>• Colour with control and care, covering space more evenly</li> <li>• Experiment with light and dark pressure to create different effects</li> <li>• Colour within shapes, showing awareness of boundaries</li> <li>• Show gradient with a range of materials</li> <li>• Blend colours</li> </ul>	<p>pencil, pen, crayon, pastel, felt tips, continuous, looking, observing, objects, simple, shapes, detail, texture, dots, lines, patterns, control, primary colours, secondary colours, pressure, light, dark, shadow, highlight, gradient, hatching, cross-hatching, stippling, feathering, blending, continuous.</p>		

## IMPACT

By the time our children leave our school they will:

- Have covered all of the National Curriculum Primary art objectives.
- Learnt and developed a wide range of skills in all areas of art.
- Be able to apply the skills learnt to their own work.
- Have gained knowledge and understanding in relation to chosen focus artists.
- Developed an understanding of the link of art and culture to heritage, both their own and others.
- Developed their own creativity and imagination and are able to express this through their art.
- Use art as a therapeutic tool for self-expression and a way of protecting their mental health and well-being
- Be able to evaluate their own and others' artwork.
- Have experienced enrichment visits to a range of museums and galleries