

ART & DESIGN

Intent

To deliver the art specific content set out in the national curriculum.

Implementation

We implement this through:

- exposing children to a progressive range of art specific vocabulary
 - exposing children to a diverse range of artists
 - engaging children in a range of skill based activities with a variety of materials and media
- giving children the opportunities to experience art outside the classroom

Impact

For our pupils to:

- have a raised cultural capital
- be able to understand and use art specific vocabulary
- have mastery of a range of artistic skills
- foster a love of the creative process
- be inspired

'I would like to paint the way a bird sings'.
Claude Monet

'Every human is an artist'.
Don Miguel Ruiz



Art and Design Curriculum

Art is an enormous subject, covering a vast array of media. Art is all around us, in the environment, online and in our homes. An appreciation of art can enrich our lives, promote thinking and discussion and even aid mental well-being. Creating a piece of artwork can be a rewarding experience. Creating artwork can enable children to communicate ideas and feelings on many levels. Creating artwork also requires resilience, the mastery of skills and creativity.

Art is taught through a thematic approach across the whole school. Each year we build upon four key artistic skills:

- Materials
- Drawing
- Painting
- Sculpting

At Chellaston Fields, we use art as a vehicle for expression, as a subject where specific skills and techniques can be mastered and as a means of adding creativity and variety in communication when studying other topics and subjects. It also gives children an opportunity to develop craftsmanship and to express themselves.

By exploring these ideas and skills in school, we are able to provide high quality experiences for all children including those who may not have had the opportunity to visit art galleries, workshops or art installations outside of school.

Through the key stages, children are given the opportunity to find out about famous artists from the past who have shaped history as well as current artists influencing the world today.



Chellaston Fields
SPENCER ACADEMY

Art & Design Skills Progression

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6



Painting

Explore practically how colours can be changed. Know some colour names.

Talk about own work and reflect on what went well and how to improve.

Use brushes, sponges and rollers to apply colour.

Paint/watercolours (Dabbing, printing, brush strokes)

Know colour names and use paint to investigate how primary colours change when mixed. Use painting to develop and share ideas, experiences and imagination.

Plan, create and evaluate own work, drawing inspiration from famous artists and their own experiences.

Use different tools to apply paint.

Paint (Streaking, blending)

Develop understanding of primary and secondary colours and how colour, shape, space and line is used to create effect. Begin to understand artistic language such as composition, tints, shades

Plan, create and evaluate own work, drawing inspiration from famous artists and their own experiences.

Use different types of brushes for purpose.

Paint (Colour blocking, thickened paint)

Know which primary colours make secondary colours and use colour mixing to create appropriate colour for purpose such as skin tone.

Plan, create and critically evaluate own and others work, drawing inspiration from famous artists and their own experiences.

Experiment with different effects and brush techniques.

Watercolour crayons and water (Henri Rousseau) (scumbling)

Demonstrate a secure knowledge of the colour wheel including warm, cold, contrasting and complementary colours. Create tints and shades by adding white and black to a colour.

Plan, create and critically evaluate own and others work, drawing inspiration from famous artists and their own experiences.

Continue to create different effects using techniques learnt and brush strokes.

Watercolour paints (Stippling, dripping)

Show increasing independence and creativity with the painting process. Use colour to express mood and feelings, experimenting with creating different textures using paint.

Plan, create and critically evaluate own and others work, drawing inspiration from famous artists and their own experiences.

Can select suitable painting tools to achieve planned effects.

Gouache paint (Viking artefacts) (Overlying)

Review and re-visit their work, critically evaluating and editing. Able to use a variety of art and design techniques in painting, including using two mediums together.

Plan, create and critically evaluate own and others work, drawing inspiration from famous artists and their own experiences.

Can select suitable painting tools purposefully to achieve a planned effect.

Acrylic paint (pots), gouache paint (Islamic art) (Under painting)



Sculpture

Enjoy handling and manipulating materials.

Experiment to create different textures using tactile materials such as paper, tissue, pasta etc

Play dough (model, shape, roll)

Use materials to create 3D work, from observations, sharing experiences and ideas.

Explore different textures and discuss properties. Use texture to provide information such as using manmade/natural materials to represent a journey.

Modelling clay (pinch and roll coils, texture)

Develop skills in creating texture for effect by using simple tools. Use a range of tools for shaping and mark making.

Build on prior understanding of materials/textures and discuss properties. Carve into media using tools.

Clay (simple joins, carving, pattern)

Use equipment and media with increasing confidence. Able to shape, model and construct from observation. Begin to think about scale and size.

Use a range of tools and techniques to carve and create texture.

Clay – (joins, carving, pattern)

Plan, create and evaluate sculpture using artistic language. Work safely with increasing independence, preparing work area and resources needed.

Build on prior learning of techniques to create experienced surface patterns and textures.

Consider light and shadow, scale and size.

Clay – skills (TBC)

Plan, create and evaluate sculpture using a good range of artistic language. Continue developing previously learnt skills.

Produce more intricate patterns and textures using a range of tools, techniques and materials.

Work collaboratively on a larger scale to produce sculpture.

Natural resources (construct)

Plan, create and critically evaluate sculpture using a variety of artistic language. Manipulate materials effectively to achieve a planned effect.

Makes imaginative use of the knowledge they have acquired about tools, techniques and materials to express own ideas and feelings.

Clay pots & wire people (shape, construct, manipulate)



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Art & Design Skills Progression

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6



Materials

Handle and manipulate a range of materials and textures to achieve a planned effect.

Notice simple textures and patterns.

Use materials creatively to design and make products. Identify manmade and natural patterns.

Notice and talk about the properties of materials, and begin to reflect on own work.

Use a range of materials purposefully to design and make products, applying their knowledge of material properties.

Begin to describe similarities and differences using some artistic language, and reflect on own work.

Experiment creating texture and patterns using materials, when designing and making products.

Evaluate work using some artistic language.

Have a developing understanding of the suitability of materials when designing and making products.

Evaluate work using artistic language.

Use their previous understanding of material properties to effectively select materials for purpose, editing their approach where necessary.

Continue developing artistic language, drawing comparisons between their work and others.

Demonstrate a firm knowledge of materials, referring back to previous learning to reflect, evaluate and edit own work.

Uses artistic language well when describing own and others art work.



Drawing

Enjoy mark making and give meanings to the marks they make.

Use a variety of drawing tools to investigate different lines (thin, thick, wavy).

Encourage accurate drawings of people and animals including legs, head etc.

Pencil crayon, chalk

Use drawing to develop and share ideas and experiences. Use lines and shapes to sketch and draw forms.

Continue to investigate marks made using drawing tools.

Pencil, pencil crayon

Develop drawing skills through observational drawing and portraiture. Use lines and colours to create pattern, shape and depict feelings and experiences.

Experiment with different grades of pencil to create tone.

Begin to show expression when drawing people.

Pencil (Portraits), felt tips (Jamaica), oil pastel (Nature observation)

Refine drawing skills, taking inspiration from the work of others and developing previously learned techniques.

Experiment with new media to develop skills in creating tone, texture etc.

Encourage more accurate drawings of people and their features.

Charcoal/ chalk (cave men)

Choose appropriate techniques and develop skill in drawing using previously learned techniques. Learn about the effect of light (shadows) on objects/people.

Explore new media, developing drawing skills through different mediums (proportion, scale)

Ink (hieroglyphs), graphite (Viking art)

Explore relationships between previously learnt techniques (line, shape etc) Work independently from observation, experience and imagination.

Refine skills in achieving light and shadow.

Draw increasingly accurate drawings of people, depicting feelings, expression and movement.

Pencil/Pencil crayon (Self portraits)

Demonstrate learnt techniques using a range of drawing media. Develop ideas taking inspiration from artists, experience and imagination.

Develop skills in using rubbers to lighten, pencil to tone and use tones of the same colour. Learn about perspective drawing.

Wax crayon



Artists

To look at famous artists linked to topic.

Kandinsky

Link their work to well known artists and begin to notice similarities and differences.

Refer back to artists for inspiration and comparison.

Van Gogh

Link their work to well known artists, craft makers and designers and describe similarities and differences.

Refer back to artists for inspiration and comparison.

William Morris, Picasso

Have a developing knowledge and awareness of artists, architects and designers in history.

Refer back to artists for inspiration and comparison.

Henri Rousseau

Have a developing knowledge and awareness of artists from different practices, and how art links with events in history.

Refer back to artists for inspiration and comparison.

Monet, Katsushika Holusai

Have a sound knowledge and awareness of artists from different practices, and how art links with events in history.

Refer back to artists for inspiration and comparison.

Andy Goldsworthy

Have a good knowledge and awareness of artists from different practices, and how art links with events in history.

Refer back to artists for inspiration and comparison.

Lowry/Paul Klee



Artists



Sculpture



Painting

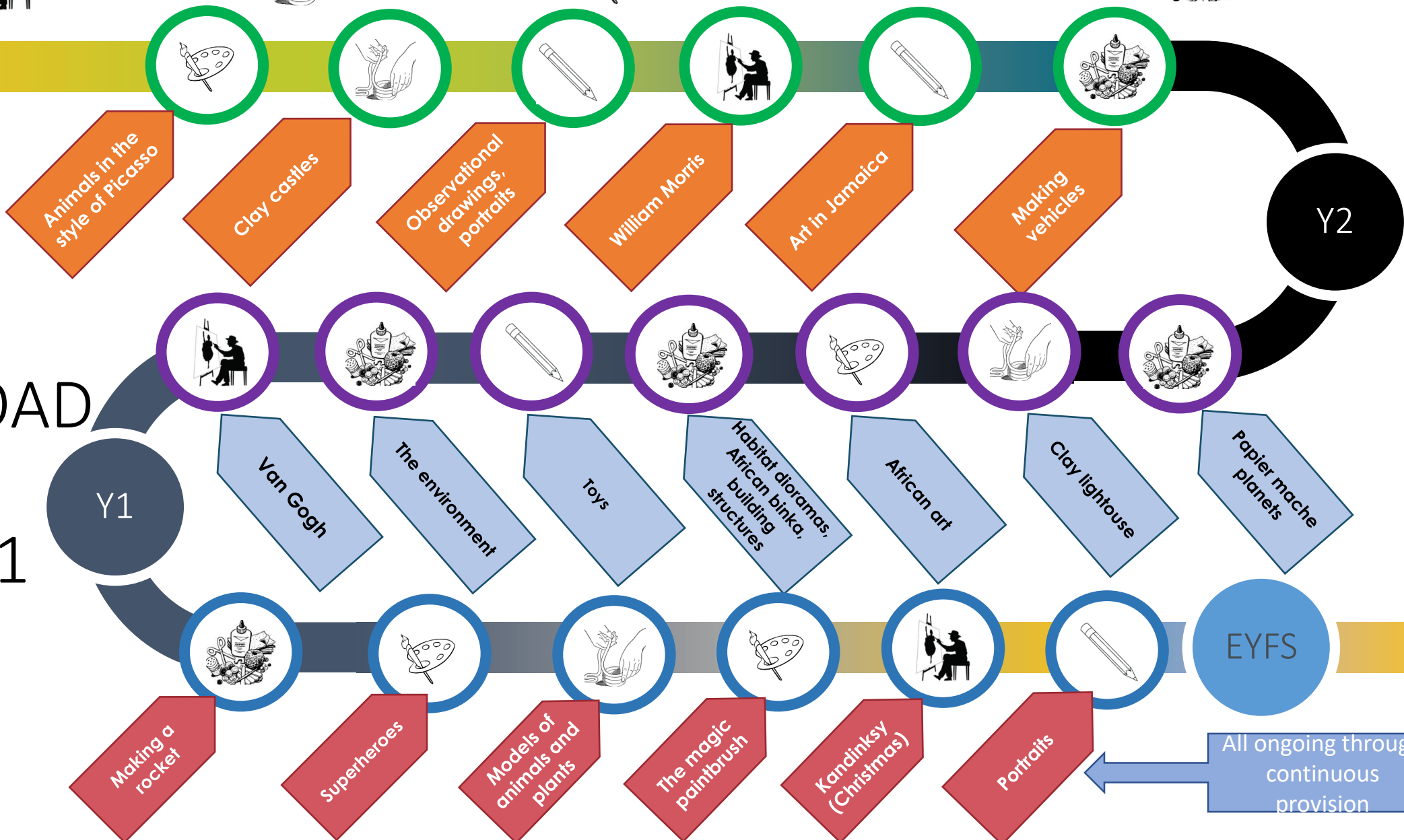


Drawing



Materials

ART TOPIC ROAD MAP EYFS - KS1





Chellaston Fields
SPENCER ACADEMY



Artists



Sculpture



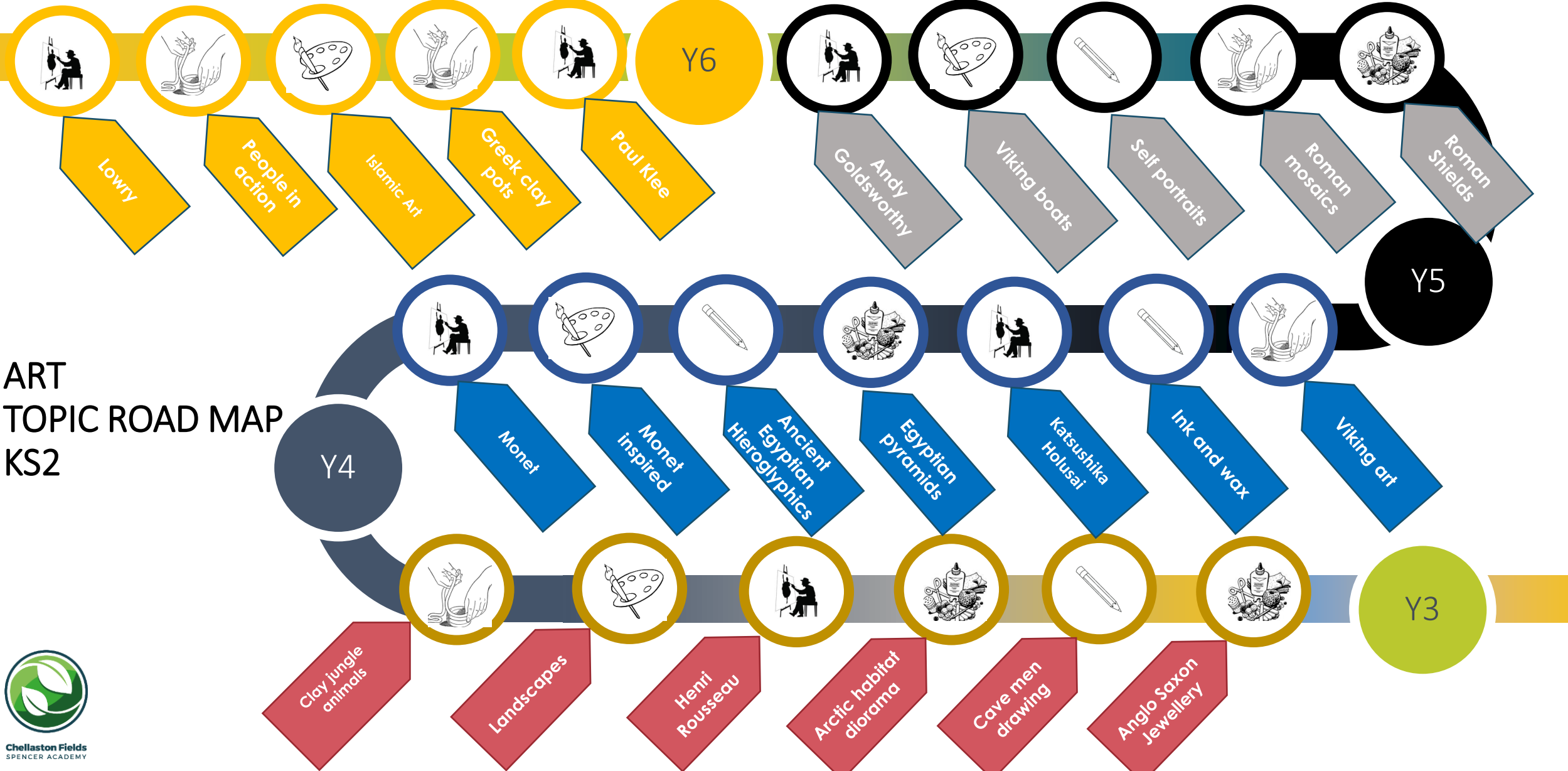
Painting



Drawing



Materials



ART TOPIC ROAD MAP KS2



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Autumn

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Artist Van Gogh – Sunflowers</p> <p>Materials Natural material in the environment</p> <p>Drawing <i>(technique: form)</i> Toys</p>	<p>Materials Making vehicles</p> <p>Drawing <i>(technique: pattern, colour, shape, space)</i> Art in Jamaica</p>	<p>Drawing <i>(technique: line)</i> Cave men wall images to retell stories</p> <p>Materials <i>(technique: pattern)</i> Anglo Saxon jewellery</p>	<p>Artist Monet</p> <p>Painting <i>(technique: colour, pattern)</i> Inspired by Monet</p>	<p>Materials Roman Shields</p> <p>Sculpture Mosaics <i>(possibly natural mosaics using stones?)</i></p>	<p>Artist Paul Klee <i>(technique: colour)</i></p> <p>Sculpture/Painting Greek clay pots</p>

Spring

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Materials Habitat dioramas</p> <p>Painting <i>(technique: colour)</i> Sunset, African Art</p> <p>Materials <i>(technique: pattern, line, shape)</i> African Art on binka</p> <p>Materials Building structures</p>	<p>Artist William Morris</p> <p>Drawing <i>(Technique: line, shape, form)</i> Observational drawings</p> <p>Drawing <i>(technique: form)</i> Portraits</p>	<p>Materials Arctic habitat diorama</p>	<p>Drawing <i>(technique: space, pattern, form)</i> Ancient Egyptian Hieroglyphs</p> <p>Materials Pyramids</p> <p>Artist Katsushika Holusai</p> <p>Drawing with wax <i>(technique: line)</i> Volcano/wave</p>	<p>Drawing <i>(technique: form)</i> Self Portraits</p> <p>Painting <i>(technique: line, shape)</i> Viking Longboats</p> <p>Materials DT link</p>	<p>Painting <i>(technique: pattern)</i> Islamic Art</p> <p>Sculpture People in Action</p>

Summer

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sculpture Clay lighthouses</p> <p>Materials <i>(technique: texture)</i> Paper mache planets</p>	<p>Sculpture Clay castles</p> <p>Artist/Painting <i>(technique: colour, shape)</i> Painting of animals in the style of Picasso</p>	<p>Artist Henri Rousseau</p> <p>Painting <i>(technique: colour)</i> Landscapes</p> <p>Sculpture Clay models of jungle animals</p>	<p>Drawing with Ink <i>(technique: pattern)</i> Viking Art</p> <p>Sculpture <i>(techniques: form)</i> To be decided</p>	<p>Artist Andy Goldsworthy (visit Yorkshire Sculpture Park)</p> <p>Materials Sculpture in the landscape/school</p>	<p>Artist Lowry</p>

Reception Skills

- Name the primary colours.
- Identify primary colours used in art work.
- Mix poster paints to create new colours.
- Know how to make colours lighter and darker.
- Recognise the work of Kandinsky.
- Explore their facial features and create a self-portrait using pencils.
- Explore pressing harder to create different textures.
- Know how to use scissors safely.
- Will be able to fold and attach paper together.
- Will develop observational drawing skills.
- Know how to shape materials into a sculpture.

Reception Statements

Exploring and Using Media and Materials

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Year 1 Skills

- Use a variety of drawings tools (charcoal, coloured chalks, inks etc.);
- Create different textures created with paint;
- Know how to draw simple landscapes;
- Draw people & faces;
- Create repeating patterns;
- Print with variety of everyday objects and textures;
- Construct from found objects;
- Use materials to make known objects for a purpose such as a pot or a tile;
- Pinch to make texture;
- Roll coils and cut slabs;
- Join pieces by pressing and pinching.

Year 1 'knowledge rich' assessment

Using Materials

- Know how to cut, roll and coil materials.
- Know how to use IT to create a picture.

Drawing

- Know how to show how people feel in paintings and drawings.
- Know how to use pencils to create lines of different thicknesses.

Use colour, pattern, texture, line, form, space and shape

- Know how to create moods in art work.
- Know the names of the primary and secondary colours.
- Know how to create a repeating pattern in print.

Range of Artists

- Describe what can be seen and give an opinion about the work of an artist.
- Ask questions about a piece of art.

Year 2 Skills

Know which drawing tool best suits which surface;

Show experiences and feelings through drawing;

Make quick sketches to make records of the world around them;

Draw simple anatomy (faces, limbs);

Print with a growing range of objects (string, found items);

Identify natural and man-made forms and shapes;

Shape modelling media from direct observation;

Use tools to decorate;

Replicate patterns and textures in a 3-D form.

Year 2 'knowledge rich' assessment

Using Materials

- Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.
- Know how to make a clay pot and know how to join two clay finger pots together.
- Know how to use different effects within an IT paint package.

Drawing

- Choose and use three different grades of pencil when drawing.
- Know how to use charcoal, pencil and pastel to create art.
- - Know how to use a viewfinder to focus on a specific part of an artefact before drawing it.

Use colour, pattern, texture, line, form, space and shape

- Know how to mix paint to create all the secondary colours.
- Know how to create brown with paint.
- Know how to create tints with paint by adding white and know how to create tones by adding black.

Range of Artists

- Suggest how artists have used colour, pattern and shape.
- Know how to create a piece of art in response to the work of another artist.

Year 3 Skills

Know which pencils are soft and which are hard and what a difference it makes;

Sketch as a preparation for painting;

Make accurate drawings of people – particularly faces;

Identify shadows and shading and light and dark in pictures and paintings;

Create relief and impressed printing with string and lino;

Know how to monoprint (one colour);

Colour mix through overlapping colour prints;

Use different adhesives and methods of construction for solid materials;

materials Use pinch/ slab/ coil techniques to produce larger ware from malleable learnt in previous years.

Year 3 'knowledge rich' assessment

Using Sketchbooks

- Know how to use sketches to produce a final piece of art.
- Know how to use digital images and combine with other media.
- Know how to use IT to create art which includes their own work and that of others.

Drawing, painting and sculpture

- Know how to show facial expressions in art.
- Know how to use different grades of pencil to shade and to show different tones and textures.
- Know how to create a background using a wash.
- Know how to use a range of brushes to create different effects in painting.

Study of great artists

- Know how to identify the techniques used by different artists.
- Know how to compare the work of different artists.
- Recognise when art is from different cultures.
- Recognise when art is from different historical periods.

Year 4 Skills

Identify how light has been added to a picture/painting and add light to own work;

Draw whole people including proportion and placement;

Work on a variety of scales of artwork;

Use sketchbook for recording textures/patterns;

Interpret environmental and manmade patterns;

Modify and adapt prints and printing techniques they already know;

Analyse and interpret natural and manmade forms of construction;

Combine texture making tools and paint to decorate.

Year 4 'knowledge rich' assessment

Using Sketchbooks

- Know how to integrate digital images into artwork.
- Use sketchbooks to help create facial expressions.
- Use sketchbooks to experiment with texture.
- Use photographs to help create reflections.

Drawing, painting and sculpture

- Know how to show facial expressions and body language in sketches and paintings.
- Know how to use marks and lines to show texture in art.
- Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.
- Know how to sculpt clay and other mouldable materials.

Study of great artists

- Experiment with the styles used by other artists.
- Explain some of the features of art from historical periods.
- Know how different artists developed their specific techniques.

Year 5 Skills

Explain the effect of light on objects and people from different directions;

Add detail to artwork using textured mark making;

Produce increasingly accurate drawings of people;

Draw with perspective exploring foreground, middle ground and background;

Combine prints & other media - stencilling;

Design, develop and improve prints by self and peer assessment;

Shape, form, model and join a malleable material;

Make from observation or imagination;

Use slip and score to join clay.

Year 5 'knowledge rich' assessment

Using Sketchbooks

- Experiment by using marks and lines to produce texture.
- Experiment with shading to create mood and feeling.
- Experiment with media to create emotion in art.
- Know how to use images created, scanned and found; altering them where necessary to create art.

Drawing, painting and sculpture

- Know how to use shading to create mood and feeling.
- Know how to organise line, tone, shape and colour to represent figures and forms in movement.
- Know how to express emotion in art.
- Know how to create an accurate print design following given criteria.

Study of great artists

- Research the work of an artist and use their work to replicate a style.

Year 6 Skills

Explore the effect of light on objects and people from different directions;

Use textured mark making to add detail to artwork;

Produce increasingly accurate drawings of people;

Draw with perspective including shading and depth relief and impressed printing;

Combining prints & other media to create a product;

Develop ideas through use of a maquette.

Use recycled, natural and manmade materials to create artwork;

Use past experience in combining pinch, slabbing and coiling to produce end pieces from a malleable material.

Year 6 'knowledge rich' assessment

Using Sketchbooks

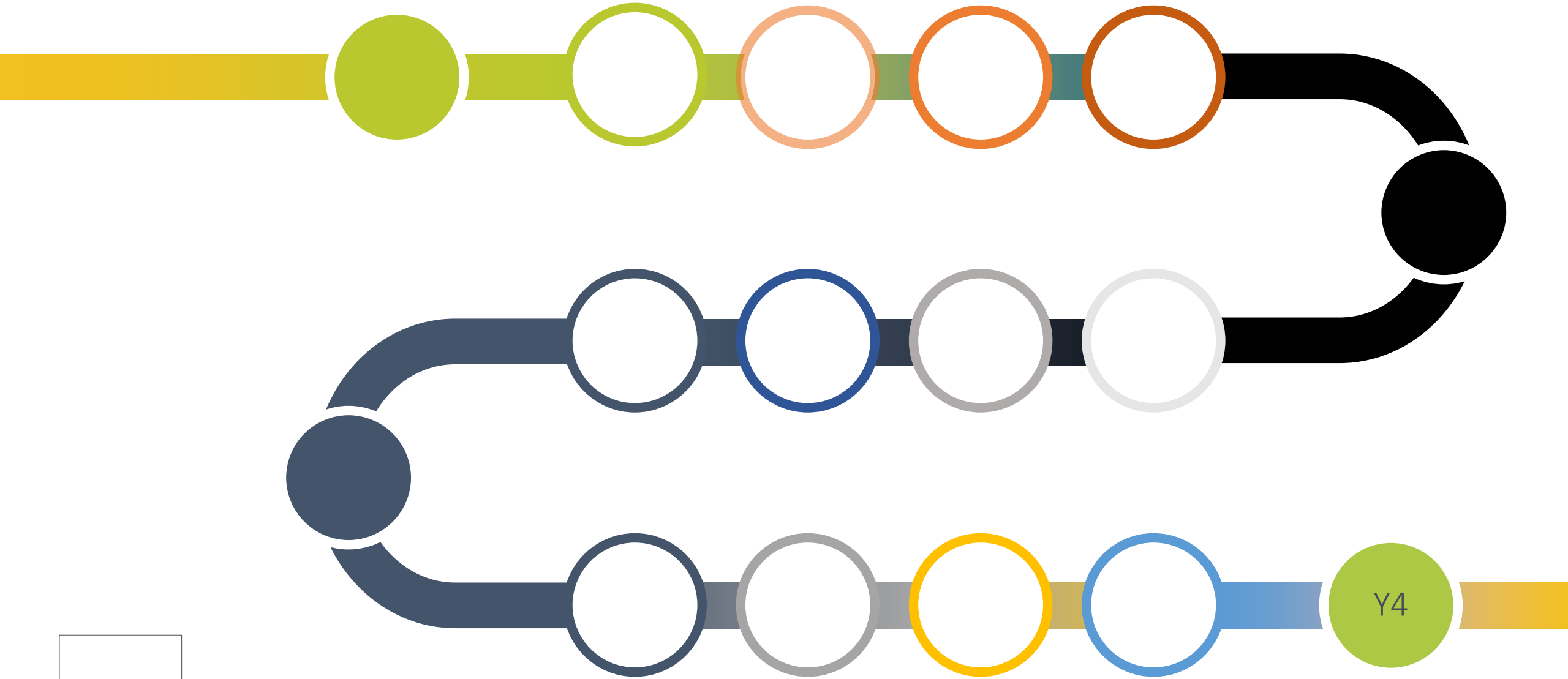
- Explain why different tools have been used to create art.
- Explain why chosen specific techniques have been used.
- Know how to use feedback to make amendments and improvement to art.
- Know how to use a range of e-resources to create art.

Drawing, painting and sculpture

- Know how to overprint to create different patterns.
- Know which media to use to create maximum impact.
- Use a full range of pencils, charcoal or pastels when creating a piece of observational art.

Study of great artists

- Explain the style of art used and how it has been influenced by a famous artist.
- Understand what a specific artist is trying to achieve in any given situation.
- Understand why art can be very abstract and what message the artist is trying to convey.



Y4