

## Subject Area: Art

Curriculum drivers: The curriculum is underpinned by the school's **Curriculum Driver**: Communication alongside our school values: Confidence, Compassion, Creativity and Curiosity.

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'. In art these are: inspiration, experimentation and expression

### EYFS

Art Objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from;

#### Expressive Arts and Design (EAD)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.




#### Physical Development (PD)

Gross and fine motor experiences development incrementally through early childhood. Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy. Children should be provided with opportunities to explore arts and craft which will allow children to develop proficiency, control and confidence.

#### National Curriculum KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

### KS1 Art curriculum 'Big ideas'.

| <p style="text-align: center;"><b>Inspiration</b></p>  <p>How local and international artists have inspired our own creativity. How the world around us inspires our creativity.</p> | <p style="text-align: center;"><b>Experimentation</b></p>  <p>How colours, lines and forms can change and are manipulated by us as artists.</p> | <p style="text-align: center;"><b>Expression</b></p>  <p>How we express our thoughts and feelings through colour, line, form and texture.</p> |
|---|--|--|
| <p>Taught through..</p> <p style="text-align: center;">Brigit Riley - Line drawing<br/>Andy Goldsworthy - Sculpture and printing<br/>Andy Warhol - Portraits<br/>LS Lowry – Drawing<br/>Hamish Mackie - Sculpture</p>   | <p>Taught through..</p> <p style="text-align: center;">Drawing<br/>Painting<br/>Sculpture<br/>Printing and pattern<br/>Texture and collage</p>   | <p>Taught through..</p> <p style="text-align: center;">People and portraits<br/>Fossils<br/>Aboriginal art<br/>Line drawing<br/>Sculpture</p>  |

St Clement's & St John's CE Infant School  
Skills Progression - Long Term Plan

|                                 |           | EYFS   | Year 1  | Year 2   |
|---------------------------------|-----------|--|---|--|
| Developing and Generating Ideas |           | Teach children to... <ul style="list-style-type: none"> <li>– Work collaboratively sharing their ideas, resources and skills. <b>COMMUNICATION</b></li> <li>– Use a variety of artistic effects to express my ideas and feelings. <b>COMMUNICATION</b></li> </ul>  | Teach children... <ul style="list-style-type: none"> <li>– A sketch is a rough first drawing that helps to plan their design <b>COMMUNICATION CREATIVITY</b></li> <li>– That art expresses a person's ideas and can represent the world around us</li> <li>– To identify features in art work e.g. texture, colour, materials</li> <li>– To use other artists as a starting point for their own work</li> </ul>   | Teach children... <ul style="list-style-type: none"> <li>- Develop sketches into more detailed designs</li> <li>- Ask and answer questions when looking at the artwork of their own or others.</li> <li>- Name a similarity and difference between the styles of two artists studied. <b>COMMUNICATION</b></li> </ul>  |
| Making                          | Drawing   | Teach children to... <ul style="list-style-type: none"> <li>– Use different tools to draw – pencil, pens, chalk. <b>COMMUNICATION</b></li> <li>– To draw a representation of themselves including a head, arms, legs, hair and face.</li> <li>– Draw an object from observation. <b>CURIOSITY</b></li> </ul>   | Teach children... <ul style="list-style-type: none"> <li>– To create different types of line and tone using pencils, rubbers, pastels, charcoal, pens, wax crayons e.g. light and dark lines <b>CREATIVITY CURIOSITY</b></li> <li>– Use scribbling and smudging to create different effects</li> <li>– Use horizontal and vertical lines to create shape</li> </ul>   | Teach children to... <ul style="list-style-type: none"> <li>- Use different pencil grades to create effects e.g. sharp lines, smudging, sketching</li> <li>- Add tone and texture by varying pressure on a pencil <b>CREATIVITY CURIOSITY</b></li> <li>- Use mark making skills to create different effects e.g. hatching, cross-hatching, dots, loops <b>COMMUNICATION CREATIVITY</b></li> <li>- Draw from imagination, observation and memory</li> </ul> |
|                                 | Painting  | Teach children to... <ul style="list-style-type: none"> <li>– Know paint brushes are used to paint.</li> <li>– Mix red, blue and yellow paint to make different colours. (orange, purple, green). <b>CREATIVITY CURIOSITY</b></li> <li>– Choose and use particular colours to paint pictures – eg. green for a tree, brown for certain animals etc.</li> </ul> | Teach children to... <ul style="list-style-type: none"> <li>– Mix primary coloured paint to create secondary colours <b>CREATIVITY CURIOSITY</b></li> <li>– Use paint of different consistency and apply for a purpose (e.g. watery wash)</li> <li>– Create different consistencies in paint e.g. adding water or flour to thicken or thin paint</li> <li>– To create different lines and effects using different size paintbrushes e.g. fine bristle brush to create fine lines for detail and wide bristle brush to create a colour wash <b>CREATIVITY CURIOSITY</b></li> </ul> | Teach children to... <ul style="list-style-type: none"> <li>- Change colour shades using colour mixing (lighten/darken) <b>CREATIVITY CURIOSITY</b></li> <li>- Use different tools to paint with e.g. cotton buds for aboriginal art</li> </ul>  |
|                                 | Sculpture | Teach children to... <ul style="list-style-type: none"> <li>– Create a sculpture (using dough) e.g. diva lamp pinch pot <b>CREATIVITY</b></li> </ul>   | Teach children to... <ul style="list-style-type: none"> <li>– Draw a design of a sculpture they intend to make</li> <li>– Use natural materials to create a sculpture <b>CREATIVITY</b></li> </ul>  | Teach children to... <ul style="list-style-type: none"> <li>– Mould and manipulate clay to create a sculpture <b>CREATIVITY</b></li> <li>– Join clay using scoring and slip techniques e.g. coil pot <b>CREATIVITY</b></li> </ul>  |

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|   |  |   |   |  |
|---|--|---|---|--|
|   | Printing and Pattern   | Teach children to...<br>– Create a printed pattern using tools/objects.   | Teach children...<br>– Printing is a design made on a surface<br>– <b>To print with a variety of materials – leaves, wood, pebbles</b> CREATIVITY   | Teach children to...<br>– <b>Create repeated patterns by filling the page in different directions using a print style of choice</b> CREATIVITY<br>– Create a lino print tile to print with |
|   | Texture and Collage  | As an artist I can ...<br>– <b>Apply simple decoration to dough by imprinting</b> CREATIVITY  | Teach children to...<br>– Investigate textures created by different resources, tools and techniques e.g. additives to paint, cotton buds to create dots, tearing and scrunching paper<br>– Create a specific texture by selecting a resource, tool or technique e.g. mixing charcoal and pencil lines | Teach children to...<br>– Add detail to collage materials by adding different marks and colours  |
| Evaluating                                  | Teach children to...<br>– Talk about their creations. e.g. why I chose materials/colours<br>– Evaluate and adapt their creations (with support)  | Teach children to...<br>– <b>Say what they like about their work.</b> COMMUNICATION CONFIDENCE<br>– <b>Say what they like about the work of other artists</b> COMMUNICATION COMPASSION<br>– Suggest what they could do differently next time                                  | Teach children to...<br>– <b>Name an artist and describe something they have created and how they created it.</b> COMMUNICATION<br>– Describe the materials they have used in their art work.<br>– <b>Say what improvements they have made from their initial sketches.</b> COMMUNICATION CONFIDENCE  |  |
| Knowledge of Art                            | Teach children to...<br>– know Kandinsky created art work using lots of different colours and shapes.  | Teach children...<br>– that Andy Goldsworthy creates sculpture using natural materials found in the environment.<br>– that Andy Warhol created portraits of famous people, including Queen Elizabeth II<br>– that Brigit Riley uses lines and pattern to create abstract art. | Teach children...<br>– Lowry created art work of people and places in his surroundings, doing their 'every day lives'.<br>– Hamish Mackie specialises in sculpture which uses fossils as an inspiration.<br>– Aboriginal art and painting uses a limited colour palette and repetition                |  |
| Possible art terminology and key vocabulary | <b>Receptive</b><br>artist, abstract, primary, secondary, sculpture, decoration, print, stamp<br><br><b>Expressive</b><br>idea, make, line, draw, chalk, crayon, felt pen, colour, mix, paint, paintbrush, dough, picture, fold, red, yellow, blue, orange, green, purple, black, white, glue, tape, | <b>Receptive</b><br>abstract, medium, portrait, scribble, shade, sketchbook, tone, watered down, thicken, horizontal, vertical<br><br><b>Expressive</b><br>charcoal, material, pencil, pastel, print, rough, scribble, sketch, smudge, texture, tone, wash, 3D, sculpture,    | <b>Receptive</b><br>technique, history, style, era, explain, feelings, describe, colour palette, surroundings, lino print, tile<br><br><b>Expressive</b><br>clay, hatch, cross hatch, lighten, darken, shade, thick, thin, print, repeat, artist, collage   |  |