

Tonwell St Mary's School Curriculum Overview of Intent for Art and Design

Overall aims:

We aim to ensure all children explore and develop their own personal creativity in Art and Design, as well as building on their skill proficiency. Our children will be encouraged to think critically and increase their cultural capital by being introduced to great artists, architects and designers.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for Art and Design in the following ways:

From the start of the Early Years, children have daily opportunities to explore and experiment with art and design type activities. Drawing, painting and sculpture form a part of our continuous provision and planning enables skills to be taught explicitly and creativity to be encouraged and celebrated. Drawing, painting and sculpture form a part of our continuous provision and planning enables skills to be taught explicitly and creativity to be encouraged and celebrated.

The KS1/2 curriculum is organised so that children have opportunities to draw, paint and create sculpture across every year with opportunities for other craft in KS2. When links are clear, cross-curricular connections are made with history and with activities in Forest School. Children develop critical thinking and cultural capital through learning about the greats, for example: study of a famous artist in KS1 and projects about local artists such as Henry Moore. We take opportunities to visit art galleries and invite visiting artists an aim for children to experience this at least once through their school career.

	Autumn Term		Spring Term		Summer Term	
EYFS Years A & B	<p><u>All About Me</u> How can I use the creative area?</p> <p>How can I mix colours?- <i>colour mixing wheel</i></p> <p>How can I represent myself? <i>Famous</i></p>	<p><u>Celebrations</u> How have artists represented fireworks and how can I represent fireworks? <i>Famous Artists: James Rosenquist and Rosemarie Fiore</i> How can I create my own poppy? What is a Rangoli pattern?</p>	<p><u>Ticket to ride</u> How have artist represented transport and how can I represent my own transport? <i>Famous Artists: Andy Lovell, Vincent Van Gogh</i></p>	<p><u>Come Outside</u> How have artists represented the seasons? <i>(Springtime)</i> – Claude Monet <i>Peach trees in bloom</i> – Vincent Van Gogh (add more diversity) How did Matisse create</p>	<p><u>Traditional Tales</u> What is an illustrator and how can I create my own illustrations for my stories? – <i>Famous Artists: Beatrix potter, Peggy</i></p>	<p><u>When I grow up</u> How can I mix colours to create my own fire art? – <i>Famous Artists: Roman Sleptsuk, Andre Guillarmain</i> How did artists record</p>

	<p>Artists: Frida Kahlo, Picasso, Barkley L Hendricks</p> <p>What is still life? - <i>Handa's Surprise fruit painting</i> Famous Artist: (Janet Rickus)</p> <p>How can I make a stained glass window?</p>	<p>How can I make a Christmas card?</p> <p>How can I use clay to make a Diva lamp? – Sculpture</p>	<p>Can I sketch Tonwell's landmarks?</p>	<p>the famous 'snail' and can I create my own? Famous Artist: Henri Matisse</p> <p>What is a collage? How can I make a chick collage?</p>	<p>Fortnum, Judith Kerr, Axel Scheffler</p>	<p>holidays from the past? A <i>Sunday Afternoon on the Island of La Grande Jatte</i>, Georges Seurat, 1884 (link to French day and Victorian seaside)</p> <p>Can I collect/look at shells and create my own representation of them? Famous Artists: Amiria Gale, Ria Hills</p>
	<p>Self-portrait, artwork, representation, drawing, pencil, colours, sketch, rubber, shading, still-life, sculpture, clay, paint, brushes, water pot, pallet, artists.</p>	<p>Chalk, painting, colours, sketch, design, representation, colours, brushes, water pot, colour mixing, pallet, artists.</p>	<p>Transport, represent, sketch, draw, paint, collage, Tonwell, landmark, water tower, post box, pub, road, greenery.</p>	<p>Collage, PVA, glue stick, materials, cardboard, tissue paper, coloured paper/card, attach, combine, represent.</p>	<p>Illustrator, drawing sketch, artists.</p>	<p>Pointillism, painting, brushes, dots, colours, designs, artists.</p>
KS1 Year A	<u>Self-portraits</u>	*Christmas cards and calendars	<u>Famous artist – Van Gogh</u>	*Easter cards and Mother's Day cards	<u>Sculptures</u> What are sculptures?	

	How do we mix colours to represent different skin tones? Famous Artists: Frida Kahlo Pablo Picasso		What primary colours did Vincent Gogh use in "The Starry Night?" Famous Artist: Vincent Van Gogh		What materials can sculptures be made from? Famous Artist: Andy Goldsworthy	
	Sketch, self-portrait, lines, thin, thick, bold, feint, wavy, broken colours, bright, dull, light, dark, colour mixing, watery, blending, bright, dull, shapes, long, oval, curvy, textures, smooth, crinkly, rough.		Vincent Van Gogh, Starry night, sunflowers, brush stroke, canvas, portrait, artist, explore, design, create, evaluate, imagine, post-impressionism.		sculpture, clay, tool, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, marble	
KS1 Year B		*Christmas cards and calendars	<u>Painting</u> How can we represent the Great Fire of London in a painting? Famous Artist: Jan Griffier the Elder	<u>Pattern and print – with a focus on the artist Paul Klee</u> What patterns can you see in the castle and sun painting by Paul Klee? Famous Artist: Paul Klee	<u>Sculptures and collage</u> What materials can we use to make a sculpture of an animal? Famous Artists: Henri Rousseau Louise Bourgeois	
			Painting, lines, thin, thick, bold, feint, wavy, broken colours, bright, dull, light, dark, colour mixing, watery, blending, bright,	Primary colours, secondary colours, continuous line, sketch, pattern, abstract, mixing, shape, block printing, print	sculpture, clay, tool, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, marble, collage.	

			dull, shapes, long, oval, curvy, textures, smooth, crinkly, rough, tudor house.		
KS2 Year A	What are the features of cave paintings?	What impact does street art have on our community?	Who captures the beauty of the environment best – Turner or Goldsworthy?		
	composition, colour, contrast, representation, pigment, natural, pre-historic, drawing, paint, pattern, markings	graffiti, polka dot, environment, outdoor gallery, spray paint, Famous Artists: Tyree Guyton, Banksy	environment, temporary, natural, sculpture, photograph, perspective, texture, artist, painter, romanticism, watercolour, landscape, marine life, expressive, land art. Famous Artists: Andy Goldsworthy, William Turner		
KS2 Year B	Why are Roman mosaics preserved and visited today? What's special about Roman architecture?	National Gallery – Take one Picture Focus on drawing and painting skills	What is special about Monet's style of painting?		
	engineers, builders, arches, domes, aqueducts, architecture, bridges, amphitheatres, thermals, temples, brick, marble, materials, architect	(see notes relevant to painting selected)	artist, painter, impressionist, landscape, nature, light, brush strokes, layers, depth, colour, composition, perspective Famous Artist: Claude Monet		
KS2 Year C	What are the characteristics of African art?	What is linocut printing?	Greek pottery – vessels to carry water and wine or great art masterpieces? What's special about Greek architecture?		
	pattern, colour, materials, expression, simplistic, design, inspired, contrast, surroundings, bold, bright, shape Famous Artists: Esther Mahangu, Alaa Awad	lino, printing, cutting, repeat, block Famous Artists: Elizabeth Catlett, Jim Dine	sculptor, clay, structure, decorative, moulding, balance, symmetry, coiling, pointed, pillars, columns, architect		
KS2 Year D	What made Henry Moore a famous local sculpture?	National Gallery – Take one Picture# Focus on drawing and painting skills	What are propaganda posters? Why were they important in WW2? Why did artists hide their art in WW2?		

	abstract, modern art, figures, texture, sculptor, model, design, clay, tools, attach, join Famous Artist: Henry Moore		design, influence, information, colour, repetition, emotive, language Famous Artist: Gabrielle Munter
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Art and Design Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery/Reception	Range 4	Range 5	Range 6	ELG
	<ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas 	<ul style="list-style-type: none"> Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, 	<ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used;

			balancing, making enclosures and creating spaces • Uses tools for a purpose			
Year group	Exploring and developing ideas (ongoing)	Evaluating and developing work (ongoing)	Drawing	Painting	Printing	3D form
Year 1	Start to record simple media explorations in a sketch book.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work or develop in their future work.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust	Make marks in print with a variety of objects including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials.
Year 2	Record and explore ideas from first	Review what they and others have	Layer different media, e.g. crayons, pastels, felt tips,	Mix a range of secondary colours, shades and tones.	Use a variety of techniques, inc. press	Manipulate clay for a variety of purposes, inc.

	<p>hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work or develop in their future work.</p>	<p>charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with tools and techniques, inc. layering, mixing media, Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.</p>	<p>and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>	<p>thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>
Year 3	<p>Record and explore ideas from first hand observation, experience</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p>Experiment with different grades of pencil. Refine and alter their drawings as necessary.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary.</p>	<p>Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print to explore pattern</p>	<p>Join clay adequately and work reasonably independently. Construct a simple clay base for modelling other shapes.</p>

	<p>and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p>Use their sketchbook to collect and record visual information. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>	<p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture</p>	<p>and shape, creating designs for printing.</p>	<p>Make a simple papier mache object. Plan, design and make models.</p>
Year 4	<p>Record and explore ideas from first hand observation, experience</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p>Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes</p>	<p>Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p>Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want.</p>	<p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p>

	<p>and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture</p>	<p>Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>	<p>Resist printing including marbling,</p>	<p>Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>
Year 5	<p>Record and explore ideas from first hand observation, experience</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p>Use a variety of source material for their work. Work in a sustained and independent way from observation,</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p>	<p>Explain a few techniques; mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture.</p>

	<p>and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Create imaginative work from a variety of sources.</p>	<p>Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p>
Year 6	<p>Record and explore ideas from first hand observation, experience</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a</p>	<p>Create shades and tints using black and white. Choose appropriate paint, paper and to adapt and extend their work.</p>	<p>Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>

	<p>and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p>similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition).</p>	<p>Alter and modify work. Work relatively independently</p>	
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