



Our Art curriculum is ambitiously constructed to engage, inspire, challenge and develop a sense of creative freedom for our children.

A high-quality art and design education should equip our children with the **knowledge** and **skills** to experiment, invent and create their own works of art, craft and design. As pupils progress through our curriculum, they should be able to **think critically** and develop a more rigorous understanding of different aspects of art and design. They should also **know** how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



BIG IDEAS

Our children will:

- Produce creative work, exploring their own ideas and recording their own experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Explore how art can be interpreted in different ways, raises questions and highlights issues
- Evaluate and analyse creative works using the language of art, craft and design
- Know and recall information about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We recognise the important role that art can have in helping to broaden the human mind and increase the chances of future academic success for our children as rounded individuals.



CONTENT & SEQUENCING

Our curriculum for Art is sequenced to build on previous learning and reinforce key skills and knowledge. The content is deliberately chosen to foster and develop an appreciation of what constitutes quality works of art and the substantial contribution that art has made throughout human history.

- **EYFS & KS1** – Developing fine motor control, self-discipline and the freedom to experiment and explore **Shape, line and pattern; Colour** (inc. works by Kandinsky, Matisse, Klein, Mondrian & Goldsworthy) **Light and dark (tone)** – (inc. works by Seurat, Matisse and Van Gogh).
- **Key Stage 2** – Deeper project based studies focused on key themes and periods throughout history. **Communication** – Exploring how the use and purpose of art has changed over time inc. the communication of one's feelings (works by Raphael, da Vinci, Michelangelo, Warhol & O'Keeffe). **Identity (Portraiture)** - From projection of wealth to the celebration of idols and the freedom of expression (using works by Warhol and Picasso). **Working Life** – Contrasting the depiction of rural life in Britain with emerging industrial landscapes (inc. works by Turner & Lowry). **Society** – Exploring the history of society through art (inc. works by Seurat, Hockney, Hopper) and linking with previous units focused on communication, identity and work through modern graffiti and social commentaries (inc. those made famous by Banksy).
- **Artist Study** - Whole school annual artist study including the exploration, manipulation and reproduction of prominent works as well as biographical studies of each artist.



DIRECT INSTRUCTION

- High quality works of art are used as stimuli.
- Lessons are led by teachers (or suitably competent adults) with **learning focussed**, progressive activity.
- Feedback is predominantly 'in the moment' and explicit.



RETRIEVAL PRACTISE

- "Can you still...?" tasks are systematically included in teaching sequences including colour mixing, line and pattern work.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



PROGRESS

- Units of work that are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is the progression model.
- Organising, developing and connecting big ideas, through the effective use of sketchbooks.
- End of unit, published pieces and galleries of work.
- Responses to key questions in sketchbooks.



SUPPORT

- Everyone has equitable access to units of work.
- Structured questions and **sentence stems** are used to support children's progress.
- Quality, guided instruction and explicit modelling are used for all.



Cultural Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

<p>Art</p> <p>Key Themes Drawing Colour Texture Shape & Form Printing Pattern</p> <p><small>All key themes will be discussed, explicitly taught and practised in all planned units from KS1 onwards.</small></p>	<p>Children's learning will include close observational drawing, painting and use of a range of media, history of art and the study of significant artists over time as relevant to each unit. Outcomes will focus on creating a big event or showcase of final pieces and the preparation towards final pieces (inc. the use of sketchbooks <i>solely used for the development of Art</i>).</p>							
	<p>All EYFS & KS1 Art units will teach, practise and refine all necessary skills associated with the use and care of materials.</p>				<p>All KS2 Art units will teach, practise and refine all elements introduced in KS1 inc. shape, line, pattern, tone and colour.</p>			
	<p>Freedom, Exploration & Experimentation Developing fine motor control.</p>	<p>Shape, Line, Patterns & Colour Developing fine motor control thorough the exploration of different shapes, lines, patterns and colour.</p>	<p>Colour An exploration of colour in art (Kandinsky, Matisse, Klein) including the use of natural sculptures (Goldsworthy) – focus on how the use of colour can convey mood.</p>	<p>Light & Dark (Tone) An exploration of how tone (Seurat) can be used in art to create atmosphere (Matisse and Van Gogh).</p>	<p>Communication From cave paintings to the Renaissance (Raphael, da Vinci and Michelangelo) to modern day advertising (Andy Warhol) – how the use and purpose of art has changed over time inc. the communication of one's feelings (Georgia O'Keeffe).</p>	<p>Identity (Portraits) From projection of wealth to the celebration of idols (Andy Warhol) and the freedom of expression (Pablo Picasso).</p>	<p>Working Life Rural life in Britain (William Turner) in contrast to emerging industrial landscapes (L.S. Lowry).</p>	<p>Society Depiction of the landed gentry (e.g. shooting parties) in contrast to leisure time in the Victorian era (Seurat – pointillism) and beyond. (Hockney). Urban and rural scenes (Edward Hopper) and modern graffiti and social commentaries (Banksy).</p>
	<p>Main artists:</p>	<p>Main artists:</p>	<p>Main artists: Kandinsky, Matisse, Klein, Goldsworthy</p>	<p>Main artists: Seurat, Matisse, Van Gogh</p>	<p>Main artists: Raphael, Leonardo da Vinci, Michelangelo, Andy Warhol, Georgia O'Keeffe</p>	<p>Main artists: Van Gogh, Warhol, Picasso</p>	<p>Main artists: Turner, Lowry</p>	<p>Main artists: Seurat, Hockney, Hopper, Banksy</p>
	<p>Other notable artists:</p>	<p>Other notable artists:</p>	<p>Other notable artists: Pollock, Monet, Chagall, Ben Moseley, Van Gogh</p>	<p>Other notable artists: Leonardo Da Vinci, Van Gogh, Poonac</p>	<p>Other notable artists:</p>	<p>Other notable artists:</p>	<p>Other notable artists:</p>	<p>Other notable artists:</p>
	<p>Whole school annual artist study (in the Spring or Summer term) including reproduction of prominent works and biographical study of each artist. Outcomes will focus on creating a whole school exhibition of final pieces and the preparation towards final pieces (inc. the use of sketchbooks).</p>							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Picasso	Van Gogh	Kandinsky	Rembrandt	Monet	Dali	Escher	Matisse

To be completed with greater detail alongside individual unit plans.



Skill Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
Drawing pencil, charcoal, inks, chalk, pastels and software	<ul style="list-style-type: none"> begin to use a variety of drawing tools learn the names of different tools use drawings to tell a story investigate different lines explore different textures encourage increasingly accurate drawings of people 	<ul style="list-style-type: none"> experiment with different tools and surfaces explore different textures observe and draw landscapes observe and refine drawings of people (e.g. faces, limbs) 	<ul style="list-style-type: none"> experiment with different tools and surfaces record experiences and feelings discuss use of shadows, use of light and dark learn to sketch to make and refine quick records 	<ul style="list-style-type: none"> experiment with the potential of various pencils identify and draw the effect of light scale and proportion accurate drawings of people including proportion, limb placement and facial features work on a variety of scales 	<ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people, particularly faces concept of perspective 			
Colour painting, ink, dye, textiles, pencils, crayon and pastels	<ul style="list-style-type: none"> experiment with and use primary colours name primary and secondary colours mix primary colours (not formal) to create new colours learn the names of different tools use a range of tools to make coloured marks on paper and other surfaces 	<ul style="list-style-type: none"> name all the colours (primary, secondary and tertiary) explore colour mixing and make colour wheels make multiple tones of one colour (using white) darken colours without using black use colour on a large scale find collections of colour introduce different types of brushes and tools 	<ul style="list-style-type: none"> colour mixing and matching; tint, tone and shade explore colour to reflect mood develop use of different types of brushes techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purpose colour to express feelings 				
Texture textiles, clay, sand, plaster, stone	<ul style="list-style-type: none"> handle, manipulate and enjoy using materials sensory experiences simple collages simple weaving 	<ul style="list-style-type: none"> weaving collage sort according to specific qualities know how textiles create everyday things 	<ul style="list-style-type: none"> overlapping and overlaying to create effects use large eyed needles – running stitches simple appliqué work 	<ul style="list-style-type: none"> use smaller eyed needles and finer threads start to explore other simple stitches experience weaving, batik, tie dying compare different fabrics experiment with creating mood, feeling and movement observe, evaluate and design textural art 	<ul style="list-style-type: none"> develop experience in embellishing apply knowledge of different techniques to express feelings work collaboratively on a larger scale use a wider variety of stitches 			
Form 3D work, clay, dough, boxes, wire, paper sculpture and mod roc	<ul style="list-style-type: none"> handle, feel, enjoy and manipulate materials construct, build, take apart and destroy shape and model 	<ul style="list-style-type: none"> use materials to make known objects for a specific purpose carve pinch and roll coils and slabs using a modelling media make simple joins 	<ul style="list-style-type: none"> awareness of natural and man-made forms shape and form from direct observation (malleable and rigid materials) decorative techniques 	<ul style="list-style-type: none"> shape, form, model and construct (malleable and rigid materials) aesthetics analyse and interpret natural and manmade forms of construction discuss own work and work of other sculptors 	<ul style="list-style-type: none"> plan, develop and refine ideas shape, form, model and join observation or imagination properties of media discuss and evaluate own work and that of other sculptors 			
Printing found materials, fruit/veg, wood blocks, press print, lino, string	<ul style="list-style-type: none"> explore and create rubbings print with variety of objects print with block colours 	<ul style="list-style-type: none"> create patterns develop impressed images relief printing 	<ul style="list-style-type: none"> print with a growing range of objects identify the different forms printing takes 	<ul style="list-style-type: none"> relief and impressed printing recording textures/patterns mono-printing colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> build up drawings and images of whole or parts of items using various techniques screen printing explore printing techniques used by various artists 			
Pattern paint, pencil, textiles, clay, printing	<ul style="list-style-type: none"> repeating patterns irregular painting patterns simple symmetry 	<ul style="list-style-type: none"> awareness and discussion of patterns repeating patterns symmetry 	<ul style="list-style-type: none"> experiment by arranging, folding, repeating, overlapping, regular and irregular patterning natural and manmade regular and irregular 	<ul style="list-style-type: none"> explore environmental and manmade patterns design and make patterns on a range of surfaces and backgrounds symmetry tessellation 	<ul style="list-style-type: none"> create own abstract pattern to reflect personal experiences and expression create pattern for purposes 			

Art Curriculum Unit Planner

Unit Topic	Artist Study – Van Gogh	Year	All	Term	Spring
Key Question	What makes an artist successful or important or considered good?				

Links to <i>Relevant</i> Prior Learning	Preparation for <i>Relevant</i> Future Learning
<ul style="list-style-type: none"> • Previous artist studies. • Skills and art focused knowledge specific to previous learning e.g. colour and tone. • Practise of core skills and knowledge e.g. from English, Maths, History & Geography. 	<ul style="list-style-type: none"> • Art appreciation and historical knowledge • Awe and wonder that provides the impetus for subsequent study of and appreciation of art.

Core Content
<ul style="list-style-type: none"> • Biographical study of Vincent Van Gogh (30 March 1853 - 29 July 1890). <ul style="list-style-type: none"> ○ Dutch post-impressionist painter who is among the most famous and influential figures in the history of Western art. ○ Predominately painted in oil and most of his most famous works only date from the last two years of his life (35-37 years of age). ○ Mainly painted landscapes, 'still lifes', portraits and self-portraits, and characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. ○ He was not commercially successful, and his suicide at 37 came after years of mental illness and poverty. <i>"If he wasn't commercially successful at the time, why do his paintings now fetch millions of pounds?"</i> ○ Elements of his distinctive painting style were incorporated into subsequent movements e.g. Fauve and Expressionist art. ○ The Van Gogh Museum in Amsterdam, holds the world's largest collection of his paintings and drawings. • Prominent works of art to be studied: <ul style="list-style-type: none"> ○ <i>The Sower, Café Terrace At Night, Sunflowers, Starry Night.</i> ○ <i>Self-Portrait with Grey Felt Hat, Self-Portrait (1889), Portrait of Joseph-Michel Ginoux.</i> ○ <i>Still Life: Vase with Fourteen Sunflowers, Almond Blossom, Still Life: Vase with Irises Against a Yellow Background.</i> ○ <i>Road with Cypress and Star, Wheat Field with Cypresses.</i> • Technique and style – a study, imitation and interpretation <ul style="list-style-type: none"> ○ Painted directly from his observations e.g. from the street at night (<i>Café Terrace & Starry Night</i>) - practice inherited from the Impressionists painters. ○ Embellished and enlivened observed images with his individual reactions i.e. his brushstrokes are said to create a sense of vibrancy and excitement through solid, individual, brushstrokes and striking contrasts between light and dark which create an often luminous surface. ○ The direction of brushstrokes deliberately steer and guide the eye through the paintings as if on a journey. <p>Children will re-create a version of a prominent work (e.g. <i>Starry Night</i>, <i>Self Portrait</i> – year/class independent) through close study, experimentation and practise of key skills relevant to that work. All preparatory work e.g. in sketchbooks, will form an integral part of final outcomes, replicating the developmental nature of the creation of finished and well known works of art by famous artists.</p> <p>Where appropriate, preparatory and final outcomes will also include written, biographical and analytical information about that artist and their work. However, video and spoken word recordings could supplement and in some case replace written pieces.</p> <p>Note: A range of media could be used to develop relevant skills and extend the individual interpretation of original work e.g. painted pebbles could be used to represent individual brushstrokes to re-create a large scale, physical version of a <i>Starry Night</i>. Textiles could be used to represent painted forms, etc.</p>

Key Vocabulary			
impressionist oil paint landscape still life	portrait (inc. self-) style movement (of art)	bold dramatic traditional modern	observation expression expressive

Assessment Opportunity
All work (preparatory & final outcomes) will be showcased in a public gallery to be established in the two school halls – final drop-in of Spring term.