



Otford Primary School

Courage, Kindness, Curiosity

Art Curriculum Document

Intent for Art Curriculum

As a school, we believe that art is a vital and integral part of children’s education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children’s personal development in creativity, independence, judgement and self reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design.

The art curriculum will develop children’s critical abilities and understanding of their own and others’ cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
DRAWING & SKETCHING	<p>To hold a pencil in different ways for sketching and finer, detailed work.</p> <p>Create simple representations of events, people, and objects.</p> <p>Represent their own ideas, thoughts and feelings through drawing and sketching.</p> <p>Experiment with mark making using different tools for varying effects.</p> <p>Encouraged to draw from real life and imaginatively.</p>	<p>To draw/sketch from observation and imagination using varied drawing materials.</p> <p>Experiment with mark making using a range of tools to draw.</p> <p>To use materials purposefully to achieve lines, shapes, and colours.</p> <p>To think about light and dark. Show pattern and texture by adding dots and lines.</p> <p>To colour within the line when shading.</p> <p>To know the names of the tools, techniques, and formal elements that they use</p>	<p>Draw from observation and imagination using varied drawing materials.</p> <p>Demonstrate a range of mark making techniques with different media e.g. pencil, charcoal, chalk, and wax.</p> <p>To know a wide variety of techniques using several different implements (as above) and shows a good understanding of line.</p> <p>Begin to have an awareness of scale – smaller and larger.</p>	<p>Draw from observation and imagination using varied drawing materials and record in a sketchbook.</p> <p>Demonstrate a range of mark making techniques and think about which ones work best for different drawings.</p> <p>To be able to use different grades of pencil to create texture which may include using hatching and crosshatching to show tone and texture.</p> <p>To show emerging control of pencil when sketching.</p>	<p>Draw from observation and imagination using varied drawing materials.</p> <p>Create lines, marks, forms, and space.</p> <p>Explore a range of implements to create tone.</p> <p>Explore tone by drawing light and dark lines and shapes.</p> <p>Explore the direction of light and the impact of this on creating shadow.</p> <p>Using hatching and cross-hatching to show tone and texture.</p>	<p>Demonstrate a wide variety of ways to make marks with a variety of media.</p> <p>Show that objects have surface texture when drawing.</p> <p>Become more proficient in showing tone.</p> <p>A developing sense of how to show: movement, perspective, shadows and reflection.</p> <p>Develop ability to show that objects have a 3D element.</p>	<p>Demonstrate a wide variety of ways to make marks with a variety of media.</p> <p>Sketchbooks show a development of ideas in mixed media.</p> <p>Showing an understanding of previous techniques learnt and showing a great sense of autonomy by selecting the appropriate techniques.</p>

					Start to show an awareness of objects, which are 3D when drawing.		
PAINTING & COLOUR	<p>To hold a paintbrush correctly.</p> <p>To realise that different sized brushes produce alternative effects.</p> <p>Explores what happens when they mix colours.</p> <p>Captures experiences and responses using paint.</p> <p>Painting on a variety of different materials and surfaces.</p>	<p>Mix primary colours (Red, Blue, and Yellow), to make secondary ones.</p> <p>Name secondary colours (orange, purple, green).</p> <p>To understand that different thickness of brushes can be used for different purposes.</p> <p>To hold a paint brush correctly.</p> <p>To experiment with using other materials like sponges and spatulas to create different textures.</p>	<p>Mix Primary and Secondary colours effectively. Create a colour wheel with primary and secondary colours.</p> <p>Match colours to artefacts and objects. For example, skin tones and the sky and sea, justifying their reasons of choice.</p> <p>Experiment with a range of media, tools, and techniques such as layering and textured paint.</p> <p>Select appropriate brushes/tools for scale and effect.</p>	<p>Create a wash of colour as a background by adding water to paint.</p> <p>Colour mixing is effective. Experiment with colour to create mood. E.g. blue tones to create cool, red/orange to create warmth, heat.</p> <p>Experiment with a range of media, tools, and techniques such as blocking in colour and washes.</p> <p>Use a range of brush stroke techniques for effect.</p>	<p>Be able to identify primary, secondary, complementary, and contrasting colours.</p> <p>Make a colour wheel including primary, secondary, and tertiary colours.</p> <p>Colours are used to create mood and reasons for choice are explained.</p> <p>Experiment with a range of media, tools, and techniques such as creating tints and shades (using black and white).</p>	<p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary, and contrasting colours.</p> <p>Developing an awareness that different paint types (acrylic, water colours) create different effects.</p> <p>Plan work by sketching lightly first.</p> <p>Experiment with a range of media, tools, and techniques. Explore scale and position.</p>	<p>Mix and match colours well to create atmosphere and light effects.</p> <p>Mix appropriate colours for the task through close observation. E.g. different shades of green trees/leaves.</p> <p>Produce accurate and light sketches before painting.</p> <p>Experiment with a range of media, tools, and techniques. Explore composition and perspective.</p>
PATTERN & TEXTURE	<p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Explore and name different materials and their textures.</p> <p>Use natural materials to make imprints on clay to create patterns.</p> <p>Explore texture by using/sticking a range of collage materials and applying them in a variety of ways.</p> <p>Introduce press-print. Make experimental marks into the block using biro and pencil etc.</p>	<p>Add a textured surface to clay. Create textured paint by adding sand or plaster</p> <p>Explore texture by using a range of collage materials and applying the materials to create varied texture.</p> <p>Create Mono- prints Recognise patterns and replicate them.</p>	<p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes. E.g. colour, texture. Fold, crumble, tear and overlap.</p> <p>Explore block printing. Make own print blocks from cardboard, string, wood etc.</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary in preparation for a piece of work.</p> <p>Create a design and produce an etching using a Styrofoam or acrylic plate.</p> <p>Using clay tools on a soft plate to create printing block.</p>	<p>Produce intricate patterns and textures in a malleable media. Use a range of media to create collages.</p> <p>Use collages as a means of extending work from initial ideas.</p> <p>Use different techniques colours, materials & textures appropriately when designing and making pieces of work.</p> <p>Explore printing based on the study of an Artist e.g. William Morris. Create prints with three overlays of different colours. E.g. screen printing with a roller.</p>	<p>Produce intricate patterns and textures in a variety of media. Use a range of media to create collages.</p> <p>Use collages as a means of extending work from initial ideas. Use different techniques colours, materials & textures appropriately when designing and making pieces of work.</p> <p>Combine different printing techniques in the same piece. Draw or paint into prints or attach textiles and other materials and objects to add texture and variety.</p>
SCULPTURE	<p>Constructs with a purpose in mind using a variety of resources to create a model.</p> <p>Uses available resources to create props to support role-play.</p> <p>Adapts work where necessary to create and change a model.</p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Make models from observation or imagination.</p> <p>Begin to think about planning.</p> <p>Use clay to create simple forms thinking about how to shape and join.</p> <p>Make a thumb pot.</p> <p>Junk modelling thinking about joining materials.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Use clay to create simple forms thinking about how to shape and join.</p> <p>Use natural materials to create temporary sculptures.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Develop skills in using clay including slabs, coils slips etc.</p> <p>Use papier-mâché to create simple 3D objects.</p>	<p>Shape, form, model, and construct from observation and imagination, adding details to provide interesting effects.</p> <p>Sculptures using newspaper, wire, and mod-roc, creating interesting textures before covering with mod-roc.</p>	<p>Shape, form, model, and construct from observation and Imagination, using details for effect.</p> <p>Use a range of materials to create sculptures (clay, mod-roc, and papier-mâché).</p> <p>Plan and make a sculpture through drawing and other preparatory work, using appropriate tools to create effects, e.g. shape, texture, and pattern.</p>	<p>Shape, form, model, and construct from observation and Imagination, using details for effect.</p> <p>Experiment with form – using methods already learned with work informed by the study of a sculptor or craft maker.</p> <p>Demonstrate a range of skills taught when working with clay e.g. knowing how to join, work and hatch etc.</p>

KEYWORDS	SKETCHBOOK	EYFS do not use sketchbooks. Instead they create work to be displayed in their classroom and communal areas of the school.	To show interest in and describe what they think about their own work and that of others. Basic description of what they have done to be written in their sketchbooks.	When looking at creative work, express clear preferences and give clear reasons for these (e.g. 'I like that because...')	Take time to reflect on what they like and dislike about their work to improve it (e.g. they think carefully before explaining what they like and what they will do next.	Regularly reflect on their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.	Regularly analyse and reflect on their progress, taking account what they hoped to achieve.	To provide a reasoned evaluation of both their own and professionals work, which takes account of the starting points, intentions, and contexts behind the work.
		Primary colours, red, yellow, blue, warm colours, cool colours, mixing colours, pencil, paint, brush, chalks.	Primary colours, red, yellow, blue, colour wheel, experimental mixing, shades, light and dark, line, pencil, pen, brush.	Secondary colours, tone, texture, pattern, mark-making, proportion, printing, blending, smudging, mixing, modelling, sketching, charcoal, portrait.	Complimentary colours, contrasting colours, hatching, crosshatching, gradients, observations, sculpture, sculptor, mind maps, landscape.	Tertiary colours, Variation, sketchbook, design, animation, three-dimensional, collage, medium, plan, exhibit, style, tools.	Hue, pigment, composition, construct, build, design, visual mapping, decorative, method, exhibition, form, masterpiece, mural, perspective, template, stippling.	Tint, shade, tone, blend, reflect, critique, contrast, depict, engrave, graphic design, installation, illustration, mixed-media, pigment, portray, portfolio, textile art, abstract, contemporary, masters, objective, realism, surrealism, graphic.
		Throughout the curriculum students learn about the role of art in other cultures past and present, recognise and practise different types of art and develop an awareness and appreciation of prominent artists.	Children can name famous Artists, designers, craftspeople, illustrators are inspirational and a starting point. Children begin to make links to their own work. Henri Matisse, Paul Klee – Colour/Shape Van Gogh – the Night Sky/Space/Starry Night	Children can name several artists and begin to know what is distinctive about their style. Children can experiment in their own work with similar techniques. Making links to the artist studied. Face proportions, portrait study – Mona Lisa - Lucian Freud , Mexican art and culture - Frida Kahlo , Masks and sculptures - African American artist Kimmy Cantrell , 3D cardboard masks –Russian artist - Nuam Gabo Environmental – Andy Goldsworthy, Richard Shilling, Claude Monet.	Children can begin to replicate the techniques of an artist/designer studied. There is some evidence of the artists influence through the work produced. Rainforest, nature – Henri Rousseau, Georgia O’Keefe, Kate Malone, Andy Goldsworthy, Jonas Wood	Strong links are made and are obvious in the pieces produced. This is achieved through the techniques and style of individual artists being replicated. Mountains and Volcanoes- Hokusai , Light, shadows, contrast – illustrator - Jan Pienkowski , Medieval art, St George and the Dragon - Paolo Uccello	Demonstrate how the work of Artists was influential in society and to other artists e.g. abstract art - Wassily Kandinsky, Pop Art – Andy Warhol. Children can create pieces influenced by the styles of a range of Artists. William Morris - printing War artists – Paul Nash, Arabella Dorman, L.S. Lowry Space – Peter Max, Alexander Calder. Environment – Sharlena Wood, Nicholas Di Genova, Ellen Jewett, Monk HF	Identify Artists who have worked in a similar way to their own work. To have a good understanding of a range of modern and classic artists throughout history. Consider Architecture and designers throughout history and their influence on Britain today. What is sculpture? Claes Oldenburg, Antony Gormley, Willard Wigan Reflections/metallic objects -Artist and sculptor Brett Neal, Jeff Koons Graphic artist - M.C. Escher Surrealism - Miró, Salvador Dalí, René Magritte, Mateo Pizarro
ARTISTS	<p>Sketchbook guidance from DfE and NSEAD DfE Key Stage 2. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>NSEAD Understand that a sketchbook is not limited to the Victorian concept of a hard-back book of plain drawing paper, in which pupils make observed sketches. It can contain such sketches but is far more than this. A sketchbook is the term we give to a creative journal or visual diary that provides the space for pupils to draw, design, investigate, explore, experiment, document, list, review, evaluate, collect, collate, annotate, compose, communicate, act creatively to support through diverse forms of design the creative process they are engaged in.</p> <ul style="list-style-type: none"> To create sketch books and methods of recording to generate, develop, research and record their observations and use them to review and revisit idea To develop design skills through research, investigation, exploration, and experimentation, learning how to document and record their thinking and ideas; suggesting alternatives, speculating, hypothesizing to develop imagination and ideas for alternatives and improvements in their own work. To look at examples of sketchbooks and sample pages produced by local or professional artists, craftspeople, architects and filmmakers and designers, as well as examples from significant historical and contemporary practitioners, to learn how to use a sketchbook well and the diverse ways that different creative practitioners use these for different purposes e.g. comparing the ways in which sketchbooks are used by an artist as compared with a graphic designer or typographer, a product designer with a ceramicist, a textile artist with an architect, or a film maker with a digital artist or illustrator. Understand that sketchbooks can vary in size, in the type of papers they contain, be hardback or soft-bound. Pages can extend beyond the size of the book and when completed, a sketchbook may bulge with additions and collections of visual information and ephemera glued and attached. Using separate sheets of paper and a clip folder does not perform the same function as a sketchbook as it allows pupils to filter or select what they keep or show. A sketchbook is a challenging medium with an accompanying discipline integral to the creative nature of the subject. Sketchbooks are valuable to teachers as part of the assessment process as they document the thinking and creative actions of the pupils. They are also a place where teachers can write feedback and engage in developmental dialogue. Feedback is more important and more valuable to pupils than a mark or grade. 							