



Landscape Church of England Primary

Art and Design Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge and skills to be able to experiment and create their own works of art. Using sketchbooks and annotations as a tool for artistic development, children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process.

We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation.

We hold an Arts Week every year. Each Arts Week will focus on a key skill in the Arts we teach within our curriculum. Immersion in a subject alongside an Artist allows children to develop the concepts at their age and stage. It also inspires them as local artists, musicians and performers share their creative skills, encouraging everyone to have a go and maybe take up new interests. The outcomes from Arts Week are shared with our school and wider community, taking messages and inspiration further than the school environment.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

KS1 Art and Design Vocabulary List

KS1 vocab

COLOUR blend pale pastel bright cool cold, warm, hot, deep, primary, secondary	COMPOSITION calm still focus Form distant near shape space position	FORM & SPACE sharp rounded curved natural heavy grid 3D, 2D solid	MOOD happy cheerful sad moody gentle	TEXTURE uneven bumpy rough smooth, plain, soft fine, flat, brushstroke, thick, thin, wash, shiny	TONE dark strong light bright smooth	LINE free jagged straight sketch soft hard dashes dots zigzag	PATTERN natural order overlap plain repeat simple spiral, stamp	SHAPE body figure rough sculpt sharp open closed free	LIGHT dark light natural shadow shade soft
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Lower KS2 Art and Design Vocabulary List

COLOUR	COMPOSITION	FORM & SPACE	MOOD	TEXTURE	TONE	LINE	PATTERN	SHAPE	LIGHT
mixed, tint, tone, watery earthy strong wash blot technique palette, radiant dull vibrant dramatic muted, subtle sepia complementary harmonious	complex peaceful Precise classical active design eye-line perspective foreground middle ground background	jagged man-made irregular regular scale woven	vibrant lively gloomy miserable calming peaceful positive exciting	glaze matt splatter gritty grainy glossy silky cross-hatching bumpy uneven spiky smooth soft fine	deep pale heavy rich faded value thickness darkness length gradual	angular broken faint flowing scribble delicate flowing horizontal vertical	diamonds irregular stencil symmetric uniform motif random	form image knead model mould precise	evening midday gentle harsh haze

Upper KS2 Art and Design Vocabulary List

COLOUR	COMPOSITION	FORM & SPACE	MOOD	TEXTURE	TONE	LINE	PATTERN	SHAPE	LIGHT
tertiary opaque translucent	symmetrical asymmetrical geometric	overlapping perspective Enlarge	mysterious foreboding menacing	jagged serrated coarse	intense dramatic contrast	rhythmical contour sweeping	geometric organic angular	conical frame distorted	silhouette artificial dapple

vivid, intense impasto brilliant muted contrasting monochrome saturated luminous	blurred confused repetition variation scale	motif aerial view illusion organic mechanical	threatening atmospheric nostalgic	broken	graduation harsh faded contrasting intense sombre powerful dramatic	woolly fluent hesitant interrupted overlapping feint	drop half drop reflective staggered uniform vague	positive negative curvaceous elongated	highlight intense source
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At Broadhempston, we usually teach art in weekly sessions on alternate half terms. On occasions we may 'block' art when working on bigger projects, for example, preparing for an exhibition in art week or working with an 'artist in residence'. We also 'weave' art into many aspects of our topic learning including art in the outdoors. We celebrate and enjoy a wide range of artwork through our varied displays in classrooms, shared areas and by creating pieces for the local community (such as in the local shop or for the Church or Parish Council).

In EYFS, the children also access art through our continuous provision which allows for daily access to art in the classroom provision.

The National Curriculum

Key Stage One

Pupils should be taught:

- to use a range of materials creatively
- to use drawing, painting and sculpture to develop their skills 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;
- learn 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.

Key Stage Two

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to use sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history and present day.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Progression of Concepts & Key skills

YEAR A 2022/23	AUTUMN – linked to Arts Week		SPRING		SUMMER	
YEARS 1&2	SPECIALISM: PRINTING INCL DIGITAL ART THEME: Fruit and Vegetable Printing		SPECIALISM: Painting THEME: African Sunset		SPECIALISM: Drawing and painting THEME: Flowers in Art	
	Suggested artists: Giuseppe Arcimboldo, Hannah Rampley		Suggested artists: Becky Bettesworth		Suggested artists: Van Gogh, Monet, John Constable	
	Core concepts Pattern, shape		Core concepts Colour and form		Core concepts Line and tone	
	Key skills Y1	Key skills Y2	Key skills Y1	Key skills Y2	Key skills Y1	Key skills Y2
	<p>Relief printing Take rubbings showing a range of textures and patterns. Develop use of rubbings from many different surfaces to make an abstract picture of image. Create stamps by cutting fruit and vegetables. Create patterns by printing from an object more than once. Experiment with creating order and irregularity.</p> <p>Resist Printing Use wax crayons and paint. Begin to experiment with overlaying two colours. Use more advanced tie dye techniques (e.g., sunburst, bullseye). Print repeating patterns onto surface.</p>	<p>Relief printing Use equipment and media with increasing control to produce a clean image. Develop use of rubbings from many different surfaces to make an abstract picture of image. Show an increasing awareness of composition. Further explore the range of patterns and textures by cutting and slicing in different ways. Extend repeating patterns by overlapping, using two contrasting colours etc.</p> <p>Resist Printing Plan image carefully showing an increased understanding of the steps involved.</p> <p>Monoprints Experiment with different qualities of line.</p>	<p>Develop language to name colours e.g. yellowy green Encourage children to come up with names for colours. Mix with 3 colours e.g. red, yellow, blue. Mix variations of one colour, using white to lighten and black to darken (discuss and mix cold/warm colours) Mark Making Explore marks using a variety of brushes and tools including sponges with both thick and thin paint. Discuss effects. Mixing Paint Thin paint blends and merges. More water reduces intensity of colours. Mixing steps of thin to thick paint. Awareness that thin</p>	<p>Move on to using 2 reds, 2 yellows, 2 blues, black and white. Mix variations of one colour. Discuss light/dark (tone)</p>	<p>Explore qualities of <u>line</u> Mark-making to create <u>textures</u> with a variety of media. Experiment with 4B pencils, compare with HB. Discuss dark and light marks (<u>tones</u>) Explore smudging with dry pastels (use cotton buds) use them for <u>colour</u> mixing. Use oil pastels for resist pictures with thin paint or Brusho dyes.</p>	<p>Blend oil pastel to achieve <u>colours</u> Explore mixed media drawings e.g. charcoal and dry pastels, pencil and water colours.</p>

	<p>Monoprints Develop further monoprinting techniques. Draw onto carbon paper. Apply oil pastel to back of paper.</p>		colours look distant, thick colours look closer. (<u>Space</u>)			
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YEAR A	AUTUMN		SPRING		SUMMER	
YEARS 3&4	SPECIALISM: PRINTING INCL DIGITAL ART THEME: Rangoli Patterns		SPECIALISM: Painting and collage THEME: Rainforest		SPECIALISM: Drawing and painting THEME: Cave Art (Anthropology)	
	Suggested artists: Ranbir Kaur		Suggested artists: Henri Rousseau, Johanna Hildebrandt		Suggested artists:	
	Core concepts Pattern, shape, colour		Core concepts Colour, tone, texture		Core concepts Line, tone and texture	
	Key skills Y3	Key skills Y4	Key skills Y3	Key skills Y4	Key skills Y3	Key skills Y4
	<p>Relief printing Build up a surface using string and materials to create texture (e.g., sand, rice) Explore images and recreate texture through deliberate selection of materials. Make repeating patterns using reflective symmetry. Build up a surface by scoring into polystyrene.</p> <p>Resist Printing Design a batik print for a specific purpose. Develop control over tjanting tool. Use watercolour technique to</p>	<p>Relief printing Glue materials with increasing precision. Make repeating patterns using reflective and rotational symmetry. Show increasing control and precision. Show greater precision when creating curved lines. Resist Printing Apply second coat of dye. Create the crackle effect.</p>	<p>Choosing mixing and using colour: Mixing and sorting colours into sequences of change; sorting into a <u>colour</u> wheel. Learning 'primary' and 'secondary' <u>colours</u>. Use 2 blues, 2 yellows, 2 reds, black and white. *Making small adjustments to <u>colour</u> mixes to match observations. Growing awareness of the huge diversity of colours both</p>	<p>Explore varieties of browns and greys. Experiment with <u>tone</u> to show light and shade. Overlaying translucent <u>colour</u> to make new ones with water colours or inks. Explore, use and observe cold/warm contrasts.</p>	<p>Explore marks, textures and the tonal range of HB and 4B pencils; lightest to darkest Explore qualities of <u>line</u> with a variety of media. Develop vocabulary to describe qualities of texture, tone, line, shape and movement created in mark-making experiments. Explore the use of shading to create shadows and form. Build up textures and patterns with layers of marks.</p>	<p>Further explore the use of shading to create shadows and form. Build up textures and patterns with layers of marks. Explore a range of media for their contrasting expressive effects e.g. heavy, dense marks – delicate light marks. Make mixed media drawings using effects appropriately. Develop skills for showing space Explore colour mixing with layers of coloured pencil shading. Use black and white pastels or charcoal and white pastel to explore tone making a</p>

	<p>apply thin washes of colour.</p>		<p>natural and manufactured. Mixing using only 3 colours – red, white & yellow; 2 blues and 1 red etc. Developing vocabulary to describe results. Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences. Mark Making Using tools to drag or scrape one colour over another, creating <u>textures</u>. Make as many marks as possible with one brush. Experiment with paints and marks on a variety of papers. Describe effects. Practice fine control with small, pointed brushes and water colour or inks & fine brushes. Build up layers of marks, <u>colours</u> and <u>textures</u> working on a painting on several occasions.</p>		<p>Choosing mixing and using colour: Mixing and sorting colours into sequences of change; sorting into a <u>colour</u> wheel. Learning ‘primary’ and ‘secondary’ <u>colours</u>. Use 2 blues, 2 yellows, 2 reds, black and white. *Making small adjustments to <u>colour</u> mixes to match observations. Growing awareness of the huge diversity of colours both natural and manufactured. Mixing using only 3 colours – red, white & yellow; 2 blues and</p>	<p>sequence of greys, dark to light. Develop control with dry and oil pastels making clear and smudged marks appropriately blending <u>colours</u>. Explore and practise the use of water colours, pointed brushes and water colour pencils to <u>colour</u> detailed drawing. Control the amount of water used for blending colours or making clear edged areas.</p> <p>Explore varieties of browns and greys. Experiment with <u>tone</u> to show light and shade. Overlaying translucent <u>colour</u> to make new ones with water colours or inks. Explore, use and observe cold/warm contrasts.</p>
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			<p>Mixing Paint For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point. Use thick or thin paint appropriate to intentions</p> <p>Collage Continue to explore creating collage with a variety of media, e.g. paper and magazines. Experiment with sorting and arranging materials with purpose to create effect. Learn new techniques, e.g. overlapping, tessellation, mosaic and montage. Select colours and materials to create effect, giving reasons for their choice.</p>		<p>1 red etc. Developing vocabulary to describe results. Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.</p> <p>Mark Making Using tools to drag or scrape one colour over another, creating <u>textures</u>. Make as many marks as possible with one brush. Experiment with paints and marks on a variety of papers. Describe effects. Practice fine control with small, pointed brushes and water colour or inks & fine brushes. Build up layers of marks, <u>colours</u> and <u>textures</u> working on a painting on several occasions.</p> <p>Mixing Paint For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point. Use thick or thin paint appropriate to intentions</p>	
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YEAR A	AUTUMN	SPRING	SUMMER
YEARS 5&6	SPECIALISM: PRINTING INCL DIGITAL ART THEME: British Textile Designers	SPECIALISM: Painting and collage THEME: Dartmoor Landscape	SPECIALISM: Drawing and sculpture THEME: Viking Jewellery – patterns and symbols

Suggested artists: William Morris, Charles Voysey, Orla Kiely		Suggested artists: Becky Bettesworth, Donald Ayres, Laure Bury, Alexander Lavizzari		Suggested artists: Alban Depper	
Core concepts Pattern, shape, colour and tone		Core concepts Colour, tone, form and texture		Core concepts	
Key skills Y5	Key skills Y6	Key skills Y5	Key skills Y6	Key skills Y5	Key skills Y6
<p>Relief printing Build up a surface by cutting and scoring into lino. Develop a design from initial observational drawings. Design prints for a specific purpose (e.g. wallpaper, bags) Make repeating patterns using reflective, rotational and translational symmetry. Experiment with overlaying three colours. Understand that it is better to use light colours first.</p> <p>Resist Printing Create a bold design Cut out stencil accurately Distribute ink on the screen evenly.</p>	<p>Relief printing Show greater variation in line and texture. Make repeating patterns using reflective, rotational and translational symmetry. Show increasing control and precision. Show an increased understanding of the steps involved and adapt original design accordingly.</p> <p>Resist Printing Use the squeegee with increasing control.</p>	<p>Continue developing skills with 2 reds, 2 blues, 2 yellows, black and white.</p> <p>Choosing mixing and using colour: Observe and mix <u>colours</u> to match changes made by sunlight changes. Explore tones made by mixing a light colour (not white) with a dark colour (not black) e.g. Lemon yellow with a dark red... Use knowledge of colour mixing to show <u>space</u> e.g. thin pale colours look distant; intense, warm, thick colours look closer. Use knowledge of <u>tone</u> to show shadows giving illusion of <u>form</u>.</p> <p>Mark Making Build up layers of paint, textures and</p>	<p>Choosing, mixing and using Mix warm to cold sequences of one <u>colour</u>. Explore colour mixing with dots of <u>colour</u>.</p>	<p>Select paper appropriate to the media. Explore use of cross-hatching, shading, and thick/thin lines to show the quality of <u>tone</u> with a variety of black and white media. Use the above to show form through observations of shadows. Explore an increasing range of marks and textures with a variety of media. Refine skills with dry pastels creating areas of texture, colour blends and sharper marks. Build up layers of marks and smudges. Explore representation of space with distant tones being paler, distant shapes smaller, close details visible – distant objects are shapes without detail. *Study/sorting colours into tones e.g. dark blues to light blues and use colours as tones eh dark blues for shadows, yellows for brighter parts. Begin to try detailed pencil and ink drawings coloured with</p>	<p>Explore contrasts of shape. Use findings in expressive work – e.g. angry / jagged; soft/curves etc. Refine skills with dry pastels creating areas of texture, colour blends and sharper marks. Build up layers of marks and smudges. Detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.</p>

			<p>colours, working on a painting on several occasions.</p> <p>Drawing on experience to select and use tools in appropriate ways to achieve intentions.</p> <p>*Use accidental learning in creative ways.</p> <p>Mixing Paint Develop awareness of how the quality and <u>texture</u> of paint effects the 'mood' of the picture; delicate, thin colours or rough, lumpy colours.</p> <p>Mixing and using thin, medium, thick or textured paint appropriate to intentions.</p>		<p>pointed brushes and water colours or Brusho dyes.</p> <p>Analysis of an object or view by making several drawings from different viewpoints.</p> <p>Use mixed media.</p>	
			<p>Collage Experiment with mixing textures and with sorting and arranging materials with purpose of creating effect. Develop understanding of techniques learned in Lower KS2 and develop ideas through planning.</p> <p>Add collage to a painted or printed background</p> <p>Create and arrange accurate patterns</p> <p>Use a range of mixed media</p>		<p>Sculpture Create increasingly complex 3D forms.</p> <p>Use a wide range of techniques to join, combine and shape clay.</p> <p>Apply a range of techniques to the surface of clay.</p> <p>Use and experience a wider range of materials e.g., metal, plaster, paper mâché</p>	

YEAR B 2023/24	AUTUMN – linked to arts week	SPRING	SUMMER
YEARS 1&2	SPECIALISM: SCULPTURE	SPECIALISM: Drawing and Painting	SPECIALISM: Drawing, Painting & Collage

THEME: Figures and Faces		THEME: Self portraits		THEME: Seascapes	
Suggested artists: Antony Gormley, Henry Moore, Anne-Marie Scott (local artist)		Suggested artists: Andy Warhol, Frida Kahlo, Leonardo da Vinci		Suggested artists: Matisse, Lowry, Brian Pollard	
Core concepts Shape and form		Core concepts Line and tone		Core concepts Colour and form	
Key skills Y1	Key skills Y2	Key skills Y1	Key skills Y2	Key skills Y1	Key skills Y2
Explore how 2D can become 3D Join material using glue Explore clay and what it does, using a variety of tools Impress in the clays surface to create relief Roll, cut, carve and mould clay	Decorate e.g. add sequins Join two pieces of clay together	Explore mark-making with the following media: <ul style="list-style-type: none"> • HB pencils and 4B • Wax crayons • Dry pastels (sugar paper) • Oil pastels (sugar paper) • Coloured pencils Experiment with 4B pencils, compare with HB. Discuss dark and light marks (tones)	Explore clear <u>lines</u> and smudged <u>lines</u> with charcoal. Make <u>tones</u> of grey.		Explore space in drawings – positioning objects: - above, below, next to, in front of and behind. Begin to develop overlapping objects to show 'in front' and 'behind'. Explore mixed media drawings e.g. charcoal and dry pastels, pencil and water colours.
				Mix with 3 colours e.g. red, yellow, blue. Mix variations of one colour Mixing Paint Thin paint blends and merges. More water reduces intensity of colours. Mixing steps of thin to thick paint. Awareness that thin colours look distant, thick colours look closer. (<u>Space</u>)	Move on to using 2 reds, 2 yellows, 2 blues, black and white. Mix variations of one colour. Discuss light/dark (tone)
				Collage Explore creating a variety of images on different backgrounds with a variety of media, e.g., paper, magazines, etc.	

					Experiment with sorting and arranging materials and refining their work. Use a combination of materials that have been cut, torn and glued Add texture by mixing materials
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YEAR B	AUTUMN		SPRING		SUMMER	
YEARS 3&4	SPECIALISM: SCULPTURE THEME: Movement in clay		SPECIALISM: Drawing and Sculpture THEME: Egyptian death masks		SPECIALISM: Drawing and Painting THEME: Narrative Art	
	Suggested artists: Hokusai, Constable, Turner, Emma Childs (local artist)		Suggested artists: From era		Suggested artists: Caroline Street (Creation Day One to Six), Leonardo da Vinci (The Last Supper), El Greco (The Pentecost)	
	Core concepts Shape, form and texture		Core concepts Shape, pattern and form		Core concepts Line, tone and colour	
	Key skills Y3	Key skills Y4	Key skills Y3	Key skills Y4	Key skills Y3	Key skills Y4
	Explore the use of wire, paper and tape to create 3D form. Explore slab making and relief patterns further. Use observational drawings as a source. Roll and shape clay and use a range of modelling materials.	Construct with a variety of materials (wool, string, twigs, found objects, paper) exploring how to bring different media together, both technically and visually. Experiment with surface patterns / textures in clay Create free standing 3D sculptures. Include texture that conveys expression and movement.	Explore marks, textures and the tonal range of HB and 4B pencils; lightest to darkest Explore qualities of line with a variety of media. Develop vocabulary to describe qualities of texture, tone, line, shape and movement created in mark-making experiments. Explore the use of shading to create shadows and form . Build up textures and patterns with layers of marks.	Further explore the use of shading to create shadows and form . Build up textures and patterns with layers of marks. Explore a range of media for their contrasting expressive effects e.g. heavy, dense marks – delicate light marks. Make mixed media drawings using effects appropriately. Develop skills for showing space Explore colour mixing with layers of	Explore marks, textures and the tonal range of HB and 4B pencils; lightest to darkest Explore qualities of line with a variety of media. Develop vocabulary to describe qualities of texture, tone, line, shape and movement created in mark-making experiments. Explore the use of shading to create shadows and form . Build up textures and patterns with layers of marks.	Further explore the use of shading to create shadows and form . Build up textures and patterns with layers of marks. Explore a range of media for their contrasting expressive effects e.g. heavy, dense marks – delicate light marks. Make mixed media drawings using effects appropriately. Develop skills for showing space Explore colour mixing with layers of coloured pencil shading. Use black and white pastels or charcoal and white pastel to explore tone making a sequence of greys, dark to light.

			<p>Sculpture Explore the use of wire, paper and tape to create 3D form. Explore slab making and relief patterns further. Use observational drawings as a source. Roll and shape clay and use a range of</p>	<p>coloured pencil shading. Use black and white pastels or charcoal and white pastel to explore <u>tone</u> making a sequence of greys, dark to light. Develop control with dry and oil pastels making clear and smudged marks appropriately blending <u>colours</u>. Explore and practise the use of water colours, pointed brushes and water colour pencils to <u>colour</u> detailed drawing. Control the amount of water used for blending colours or making clear edged areas.</p> <p>Sculpture Construct with a variety of materials (wool, string, twigs, found objects, paper) exploring how to bring different media together, both technically and visually.</p>	<p>Choosing mixing and using colour: Mixing and sorting colours into sequences of change; sorting into a <u>colour</u> wheel. Learning 'primary' and 'secondary' <u>colours</u>. Use 2 blues, 2 yellows, 2 reds, black and white. Making small adjustments to <u>colour</u> mixes to match observations. Growing awareness of the huge diversity of colours both natural and manufactured.</p>	<p>Develop control with dry and oil pastels making clear and smudged marks appropriately blending <u>colours</u>. Explore and practise the use of water colours, pointed brushes and water colour pencils to <u>colour</u> detailed drawing. Control the amount of water used for blending colours or making clear edged areas.</p> <p>Explore varieties of browns and greys. Experiment with <u>tone</u> to show light and shade. Overlaying translucent <u>colour</u> to make new ones with water colours or inks. Explore, use and observe cold/warm contrasts.</p>
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			<p>modelling materials.</p>	<p>Experiment with surface patterns / textures in clay Create free standing 3D sculptures. Include texture that conveys expression and movement.</p>	<p>Mixing using only 3 colours – red, white & yellow; 2 blues and 1 red etc. Developing vocabulary to describe results. Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.</p> <p>Mark Making Using tools to drag or scrape one colour over another, creating <u>textures</u>. Make as many marks as possible with one brush. Experiment with paints and marks on a variety of papers. Describe effects. Practice fine control with small, pointed brushes and water colour or inks & fine brushes. Build up layers of marks, <u>colours</u> and <u>textures</u> working on a painting on several occasions.</p> <p>Mixing Paint For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush. Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point. Use thick or thin paint appropriate to intentions.</p>	
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YEAR B	AUTUMN		SPRING		SUMMER				
YEARS 5&6	SPECIALISM: SCULPTURE THEME: Chinese Art – sculpting vases		SPECIALISM: Drawing and Painting THEME: Still life including plants		SPECIALISM: Drawing and Sculpture THEME: Greek Theatre Masks – Comedy and Tragedy				
	Suggested artists: Christopher Pierce (painter) Ming Dynasty		Suggested artists: Georgia O’Keefe Dutch flower painting (e.g., Jan Davidsz de Heem)		Suggested artists: From era				
	Core concepts Shape, form, pattern and texture		Core concepts Colour, form, tone and line		Core concepts Shape, line, pattern, form and texture				
	Key skills Y5	Key skills Y6	Key skills Y5	Key skills Y6	Key skills Y5	Key skills Y6			
	<p>Create increasingly complex 3D forms. Use a wide range of techniques to join, combine and shape clay. Apply a range of techniques to the surface of clay. Use tools to create pattern and texture. Use and experience a wider range of materials e.g. metal, plaster, paper mâché. Use frameworks to provide stability and form. Combine visual and tactile qualities.</p>		<p>Select paper appropriate to the media. Explore use of cross-hatching, shading, and thick/thin lines to show the quality of tone with a variety of black and white media. Use the above to show form through observations of shadows. Explore an increasing range of marks and textures with a variety of media. Refine skills with dry pastels creating areas of texture, colour blends and sharper marks. Build up layers of marks and smudges. Explore representation of space with distant tones being paler,</p>		<p>Explore contrasts of shape. Use findings in expressive work – e.g. angry / jagged; soft/curves etc. Refine skills with dry pastels creating areas of texture, colour blends and sharper marks. Build up layers of marks and smudges. Detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.</p>		<p>Select paper appropriate to the media. Explore use of cross-hatching, shading, and thick/thin lines to show the quality of tone with a variety of black and white media. Use the above to show form through observations of shadows. Explore an increasing range of marks and textures with a variety of media. Refine skills with dry pastels creating areas of texture, colour blends and sharper marks. Build up layers of marks and smudges. Explore representation of space with distant tones being paler, distant shapes smaller, close details visible – distant objects are shapes without detail. *Study/sorting colours into tones e.g. dark blues to light</p>		<p>Explore contrasts of shape. Use findings in expressive work – e.g. angry / jagged; soft/curves etc. Refine skills with dry pastels creating areas of texture, colour blends and sharper marks. Build up layers of marks and smudges. Detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes.</p>

		<p>distant shapes smaller, close details visible – distant objects are shapes without detail. *Study/sorting colours into tones e.g. dark blues to light blues and use colours as tones e.g. dark blues for shadows, yellows for brighter parts. Begin to try detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes. Analysis of an object or view by making several drawings from different viewpoints. Use mixed media.</p> <p>Continue developing skills with 2 reds, 2 blues, 2 yellows, black and white.</p> <p><u>Choosing mixing and using colour:</u> Observe and mix <u>colours</u> to match changes made by sunlight changes. Explore tones made by mixing a light colour (not white) with a dark colour (not black) e.g. Lemon yellow with a dark red...</p>	<p><u>Choosing, mixing and using</u> Mix warm to cold sequences of one <u>colour</u>. Explore colour mixing with dots of <u>colour</u>.</p>	<p>blues and use colours as tones eh dark blues for shadows, yellows for brighter parts. Begin to try detailed pencil and ink drawings coloured with pointed brushes and water colours or Brusho dyes. Analysis of an object or view by making several drawings from different viewpoints. Use mixed media.</p>	
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		<p>Use knowledge of colour mixing to show <u>space</u> e.g. thin pale colours look distant; intense, warm, thick colours look closer.</p> <p>Use knowledge of <u>tone</u> to show shadows giving illusion of <u>form</u>.</p> <p>Mark Making</p> <p>Build up layers of paint, <u>textures and colours</u>, working on a painting on several occasions.</p> <p>Drawing on experience to select and use tools in appropriate ways to achieve intentions.</p> <p>Use accidental learning in creative ways.</p> <p>Mixing Paint</p> <p>Develop awareness of how the quality and <u>texture</u> of paint effects the 'mood' of the picture; delicate, thin colours or rough, lumpy colours.</p> <p>Mixing and using thin, medium, thick or textured paint appropriate to intentions.</p>			
				<p>Sculpture</p> <p>Create increasingly complex 3D forms.</p> <p>Use a wide range of techniques to join, combine and shape clay.</p> <p>Apply a range of techniques to the surface of clay.</p>	

				Use tools to create pattern and texture. Use and experience a wider range of materials e.g. metal, plaster, paper mâché. Use frameworks to provide stability and form. Combine visual and tactile qualities.
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In order to assess impact - a guide

Our Art Curriculum is high quality and planned to demonstrate progression and to stimulate creativity. Children will be become creative learners, who have a web of knowledge about the great artists of the world.

We measure the impact of our curriculum through:

- Pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work
- Displays across the school reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum
- Images and videos of the children's practical learning
- Work in sketchbooks
- Assessments against learning outcomes

Teachers use this information to inform future lessons, ensuring children are supported and challenged appropriately.