

KS1 National Curriculum	KS2 National Curriculum
<p>Pupils should be taught...</p> <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• 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.</li></ul>	<p>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:</p> <ul style="list-style-type: none"><li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li><li>▪ 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]</li><li>▪ about great artists, architects and designers in history.</li></ul>

## **Art Curriculum Statement of Intent:**

The purpose of Art and Design at Featherstone Wood is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. We hope to create in the child, a sense of enjoyment and purpose and provide pupils with a unique way of perceiving themselves which is essential to their learning. Creativity fires their imagination and is a fundamental means of personal expression, while broadening their opportunities to achieve.

EYFS	<u>Drawing Project</u> Self Portrait	<u>Colour-Mixing Project</u> Investigating colours	<u>Sculpture Project</u> Junk Modelling	<u>Cultural Understanding</u>
Year 1	<u>Andy Goldsworthy Drawing Project</u> Provide opportunity for pupils to <b>master line drawings, shape and colouring</b> (link to science/nature)	<u>Kandinsky Colour-Mixing Paint Project</u> Provide opportunity for pupils to <b>master colour mixing and paint techniques</b>	<u>Stevenage Sculpture Project</u> Provide opportunity for pupils to <b>master use of texture, form and space</b> (Stevenage sculpture trail)	<p>Cultural understanding is at the centre of all art learning in our curriculum. We explore inspirational artists through every project and consider their impact on our culture.</p> <p>Pupils are encouraged to think creatively through the eyes of inspiring artists and, wherever possible, learn from real artists and crafters from the local community.</p> <p><u>Beacon 1</u></p> <ul style="list-style-type: none"> <li>Talk about the links between their own work and artists studied</li> <li>Recognise art is part of our culture</li> </ul> <p><u>Beacon 2</u></p> <ul style="list-style-type: none"> <li>Discuss with increasing awareness the influence of different artists on their own work</li> <li>Explore the different ways art is present in the real world</li> </ul> <p><u>Beacon 3</u></p> <ul style="list-style-type: none"> <li>Creatively use influences from different artists to create own artwork and discuss choices</li> <li>Reflect on how art has shaped the world we live in</li> </ul>
Year 2	<u>Drawing Project</u> Provide opportunity for pupils to <b>master use of pattern and texture techniques through the work of an artist</b> Eg) explore zentangle art	<u>Tints and Tones Paint Project</u> Provide opportunity for pupils to <b>explore tint and tones and develop paint techniques through the work of an artist</b> Eg) Van Gogh's Blue Period	<u>Papier-Mache Sculpture Project</u> Provide opportunity for pupils to <b>master use of texture, form and space through the work of an artist</b> Eg) Alexander Calder abstract mobiles	
Year 3	<u>Chalk, Charcoal and Pastels Project</u> Provide opportunity for pupils to <b>master use of pattern and texture techniques through the work of an artist</b> Eg)	<u>Watercolour Project</u> Provide opportunity for pupils to <b>explore tint and tones and develop paint techniques through the work of an artist</b> Eg)	<u>Collage Project</u> Provide opportunity for pupils to <b>explore collage techniques through the work of an artist</b> Eg) Gaudi creatures	
Year 4	<u>Pencil Project</u> Provide opportunity for pupils to <b>master use of pattern and texture techniques through the work of an artist</b> Eg)	<u>Acrylic Project</u> Provide opportunity for pupils to <b>explore tint and tones and develop paint techniques through the work of an artist</b> Eg)	<u>Wire Sculpture Project</u> Provide opportunity for pupils to <b>explore use of texture, form and space through the work of an artist</b> Eg) Replicate Zaha Hadid architecture	
Year 5	<u>Reflections and Shadows Project</u> Provide opportunity for pupils to <b>master use of drawing and painting skills through the work of an artist</b> Eg)	<u>Digital Media Project</u> Provide opportunity for pupils to <b>experiment with any aspect of digital media</b> Eg) create photograph weave collages/altering photos with sewing or colours	<u>Clay Sculpture Project</u> Provide opportunity for pupils to <b>master use of texture, form and space through the work of an artist</b> Eg)	
Year 6	<u>Movement Project</u> Provide opportunity for pupils to <b>master use of drawing and painting skills through the work of an artist</b> Eg)	<u>Sculpture Project</u> Provide opportunity for pupils to <b>create their own sculptures with a medium of their choice</b> Eg)	<u>Masterpiece Project</u> Provide opportunity for pupils to <b>create their own masterpiece using any medium</b> Eg) Still Life Challenge - all children have the same object but creatively respond to it in their own way	
			<u>Local Artist Project</u> Provide opportunity for pupils to <b>develop their techniques through an artist, designer or architect from the local area</b> Eg) Ben Askem, a colour-blind artist from Watford	

	Beacon 1	Beacon 2	Beacon 3
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Mix primary colours to create secondary colours</li> <li>Explain the difference between tints and shades</li> <li>Name some famous artists and talk about their work</li> </ul>	<ul style="list-style-type: none"> <li>Mix secondary colours to create tertiary colours</li> <li>Identify warm and cool colours and discuss their impact on mood</li> <li>Talk about the techniques used by some famous artists</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the impact of techniques and colour choices using appropriate vocabulary</li> <li>Justify artistic choices using technical vocabulary</li> <li>Discuss personal creative choices with reference to artists studied</li> </ul>
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	<b>Tint:</b> add white <b>Shade:</b> add black <b>Primary colours:</b> red, yellow, blue <b>Secondary colours:</b> purple, green, orange <b>Culture:</b> the society we live in	<b>Tertiary colours:</b> red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet <b>Mood:</b> the feelings evoked by artwork <b>Warm:</b> orange, red, yellow undertones <b>Cool:</b> blue, green, purple undertones <b>Tone:</b> different shades of light and dark <b>Texture:</b> the perceived surface quality of a piece of art <b>Pattern:</b> a repeating shape <b>Shading:</b> adding depth <b>Hatching:</b> tonal effect created by drawing close parallel lines	Shadow Reflection Perspective
<b>Skills</b>	<ul style="list-style-type: none"> <li>Use pencils with control, including creating pattern and texture</li> <li>Explore brushstrokes using different brushes</li> <li>Develop moulding, carving, cutting and rolling skills</li> <li>Talk about their own work</li> <li>Talk about the links between their own work and artists studied</li> <li>Recognise art is part of our culture</li> </ul>	<ul style="list-style-type: none"> <li>Create tone using different scales of pencil</li> <li>Develop brush techniques to create texture, pattern, shapes and lines</li> <li>Carefully consider the final shape and form of art pieces</li> <li>Evaluate the effectiveness of their own work and suggest improvements</li> <li>Discuss with increasing awareness the influence of different artists on their own work</li> <li>Explore the different ways art is present in the real world</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of pencil techniques to create specific effects, including shading and hatching</li> <li>Enhance the mood of a piece through appropriate colour, tone and texture choices</li> <li>Use precision when manipulating materials</li> <li>Work reflectively, making informed choices and changes</li> <li>Creatively use influences from different artists to create own artwork and discuss choices</li> <li>Reflect on how art has shaped the world we live in</li> </ul>

**Featherstone Wood Primary School**

*Working Collaboratively, Independence, Community Values, Reflectiveness*  
*Stickability; Risk-Taking, Inquisitiveness, Communication*

**Long Term Planning Art**

*National Curriculum Coverage*